

**In The Matter Of:**  
*BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION  
STATE BOARD OF EDUCATION*

---

*April 12, 2018*

---

*Sharon Hill Court Reporting  
4021 Robinwood Cr.  
Bryant, AR 72022  
(501) 680-0888*

Original File BOE - 4-12-18.prn

**Min-U-Script® with Word Index**

BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION  
STATE BOARD OF EDUCATION

April 12, 2018  
10:00 A.M.

A P P E A R A N C E S

BOARD MEMBERS:

Mr. Johnny Key	Commissioner/Non-Voting
Dr. Jay Barth	Chairman
Mr. Joe Black	Vice Chairman
Ms. Mireya Reith	Board Member
Ms. Diane Zook	Board Member
Ms. Charisse Dean	Board Member
Ms. Susan Chambers	Board Member
Mr. R. Brett Williamson	Board Member
Ms. Ouida Newton	Board Member
Dr. Fitzgerald Hill	Board Member
Ms. Courtney Cochran	Teacher of the Year/ Non-Voting Member

ADE LEGAL COUNSEL:

Ms. Lori Freno	ADE General Counsel
Ms. Courtney Salas-Ford	ADE Deputy General Counsel
Ms. Jennifer Davis	ADE Staff Attorney
Ms. Mary Claire Hyatt	ADE Attorney

ALSO PRESENT:

Ms. Kelicia Hollis	ADE Administrative Analyst
--------------------	----------------------------

LOCATION:

Arkansas Department of Environmental Quality  
- Auditorium  
5301 Northshore Drive  
North Little Rock, AR 72118

## I N D E X

	Page
A-1: Month of the Military Child . . . . .	4
A-2: Arkansas Better Chance Enhancements . . . . .	10
A-3: Consideration of CAP's Decisions	
(a) Rockbridge Montessori School . . . . .	24
A-4: Waivers - England School District. . . . .	33, 48
A-5: Waivers - Brinkley School District . . . . .	35
B-1: Computer Science Robotics . . . . .	62
B-2: Succeed Scholarship Reinstatement	
- Gonzalez Family . . . . .	64
- Hernandez Family . . . . .	67
B-3: Home Schools . . . . .	69
B-4: ESAA & ACSIP . . . . .	85
B-5: Standards for Accreditation/Public Schools . . . and Districts	88
B-6: Mandatory Attendance (Grades 9-12) . . . . .	90
B-7: Class Size & Teaching Load Rules . . . . .	92
B-8: Parental Involvement Plans and . . . . . Family & Community Engagement	93
B-9: LRSD Community Advisory Board Members . . . . .	97
Adjournment . . . . .	98
Court Reporter's Certificate . . . . .	102

E X H I B I T S

A-2: ARKANSAS BETTER CHANCE

EXHIBIT ONE (1)

ABC Innovation Grant Recipients Map

EXHIBIT TWO (2)

Report re: ABC Awards

1 P R O C E E D I N G S

2 A-1: RESOLUTION TO RECOGNIZE APRIL 2018 AS MONTH OF THE  
3 MILITARY CHILD, 2018 MONTH OF THE MILITARY CHILD RECOGNITION,  
4 AND PURPLE STAR SCHOOL AWARD ANNOUNCEMENT

5 CHAIRMAN BARTH: Then we are now to our first  
6 action item and it is a resolution to recognize April  
7 as Month of the Military Child and a series of other  
8 recognitions. And so I'm going to turn it over to  
9 Mr. Kaminar.

10 MS. ZOOK: While he's making his way up, may I  
11 ask Ms. McLaughlin to remind the schools that turn in  
12 reports on the 1240 waivers to give us some -- if  
13 they can try and give some specific information about  
14 how the waiver is helping with improved growth and  
15 achievement of the students. They gave us sort of  
16 brief form. But that would be what I would be  
17 interested in, is this helping kids.

18 MS. McLAUGHLIN: You said growth and --

19 MS. ZOOK: And achievement.

20 MS. McLAUGHLIN: Thank you.

21 CHAIRMAN BARTH: All right. Thank you, Ms.  
22 Zook.

23 MS. ZOOK: Thank you, Mr. Chair.

24 CHAIRMAN BARTH: Mr. Kaminar.

25 MR. KAMINAR: Thank you, Mr. Chairman,

1 Commissioner Key, and Ladies and Gentlemen. As you  
2 know, every April we observe Month of the Military  
3 Child to recognize the many sacrifices that are made  
4 not only by Arkansas's military families but also by  
5 the children who endure so much when mom or dad are  
6 called to active duty, deployed overseas, or maybe  
7 transferred state to state.

8 I'd like to go ahead at this point, Mr.  
9 Chairman, and read the text of the resolution that  
10 we've prepared for you --

11 CHAIRMAN BARTH: Okay.

12 MR. KAMINAR: -- and then I will follow-up with  
13 introducing some military families who have honored  
14 us with their presence today. So, the resolution  
15 first:

16 WHEREAS, More than 9,000 Arkansans exhibit  
17 profound courage and selflessness by serving in the  
18 armed forces; and

19 WHEREAS, More than 3,700 military children  
20 attend public schools in the State of Arkansas; and

21 WHEREAS, Military families live and work in  
22 every county in the State of Arkansas; and

23 WHEREAS, Military children face unique  
24 challenges related to military transitions and  
25 parental deployment; and

1           WHEREAS, Military children and their families  
2           serve as an essential source of support and  
3           encouragement for armed services members; and

4           WHEREAS, Military children should be  
5           acknowledged for the sacrifices they make and  
6           celebrated for the courage they display as the  
7           children of our nation's armed service members; and

8           WHEREAS, The Military Interstate Children's  
9           Compact Commission, of which Arkansas is a proud  
10          member, the Department of Defense, and various other  
11          organizations nationwide recognize April as Month of  
12          the Military Child;

13          NOW, THEREFORE, BE IT RESOLVED THAT

14          The Arkansas State Board of Education recognizes  
15          and salutes military children by recognizing the  
16          month of April 2018 as Month of the Military Child.

17          CHAIRMAN BARTH: Great. I'd entertain a motion  
18          to approve that resolution.

19          MS. CHAMBERS: Move to approve.

20          CHAIRMAN BARTH: Motion by Ms. Chambers.

21          MR. BLACK: Second.

22          CHAIRMAN BARTH: Second by Mr. Black.

23          All those in favor say "aye."

24                  (UNANIMOUS CHORUS OF AYES)

25          CHAIRMAN BARTH: Opposed?

1 Thank you very much.

2 MR. KAMINAR: Thank you, Mr. Chairman.

3 And if I may, I'd like now to go ahead and  
4 introduce our military families.

5 I'm going to start with the Air Force. Jazzmyn  
6 Agoah -- Jazzmyn, if you'd please stand up. Jazzmyn  
7 is six years old; she is a kindergartner at Arnold  
8 Drive Elementary School in Jacksonville. She is  
9 accompanied today by her mother, Air Force Staff  
10 Sergeant Regina Edwards, a photo journalist assigned  
11 to the 19th Airlift Wing at the Little Rock Air Force  
12 Base.

13 [APPLAUSE]

14 MR. KAMINAR: On the far end, we have Maverick  
15 Sample who is four years old and will soon be started  
16 preschool in Bryant. He is here today with his  
17 father Petty Officer Second Class Aaron Sample, a  
18 Damage Control Specialist in the United States Navy,  
19 and his mother Melissa Sample, an audiology student  
20 at the University of Arkansas at Little Rock. And I  
21 would like to point out that Petty Officer Sample has  
22 just re-enlisted for a tour of active duty with the  
23 Navy.

24 [APPLAUSE]

25 MR. KAMINAR: And I have saved the oldest branch



1 of the service for the last: the Army. Ma'Kenzie  
2 Woods is a graduate of Maumelle High School in 2017.  
3 She is a freshman this year at Philander Smith  
4 College in Little Rock. Her sister Maleah, 16 years  
5 old, is a sophomore at eSTEM High School in Little  
6 Rock. They're here today with their father Command  
7 Sergeant Major Ronald Woods of the Arkansas Army  
8 National Guard, stationed at Camp Robinson.

9 [APPLAUSE]

10 MR. KAMINAR: And, Mr. Chairman, one other item  
11 of business, it gives me great pleasure -- it's my  
12 honor to announce the creation of the Arkansas Purple  
13 Star School Award program as a joint venture between  
14 the Arkansas Council of the Military Interstate  
15 Children's Compact Commission, the Arkansas  
16 Department of Education, and the Arkansas Activities  
17 Association. The Arkansas Purple Star School Award  
18 will recognize schools that show a major commitment  
19 to serving students and families connected to our  
20 nation's armed forces. The Purple Star Awardees will  
21 receive a special Purple Star School sign provided  
22 generously by the Arkansas Activities Association to  
23 display in their buildings, and they will be  
24 recognized on the Arkansas Department of Education  
25 website. The information on how schools may apply

1           for the award will be presented on the Department of  
2           Education website.

3           I would like to recognize in absentia Mr. Lance  
4           Taylor, the executive director of the Arkansas  
5           Activities Association for his support; Ms. Nora  
6           Peloquin, who is with us today -- she is the director  
7           of Family and Youth Programs for the Arkansas  
8           National Guard; and Ms. Shenese Broadus, the school  
9           liaison officer from the Little Rock Air Force Base.

10          And subject to any questions, Mr. Chairman --

11          CHAIRMAN BARTH: Thank you, Mr. Kaminar.

12          And I want to thank all the families for being  
13          here and for standing in for many more families who  
14          couldn't be here. And I think the resolution says it  
15          well in terms of y'all's sacrifice and our commitment  
16          and special responsibility to do right by all the  
17          students of military families.

18          MR. KAMINAR: And thank you, sir, for allowing  
19          us to go a little bit earlier in the agenda.

20          CHAIRMAN BARTH: Of course. Of course.

21          COMMISSIONER KEY: Well, and, Dr. Barth, also at  
22          this time there's also another bit of news related to  
23          this we just became aware of yesterday. Colonel  
24          Berry, would you stand up? Don Berry is with the  
25          Arkansas Veterans Coalition. He has worked very hard

1 with the Governor's office. Governor has a goal of  
2 making Arkansas a more military family-friendly and  
3 veteran-friendly state. And in that vein I want to  
4 recognize the work of Cheryl Reinhart, Melissa Jacks,  
5 Dr. Owoh, and the team there, because we just learned  
6 yesterday DOD, Department of Defense, reported that  
7 the Arkansas Department of Education meets all  
8 criteria established for moving certification  
9 impediments from military spouse teachers. And I  
10 want to take this opportunity to express my thanks  
11 for the work of our team and for the benefits that  
12 will create for military spouses moving into the  
13 state of Arkansas. So thank you, Team. And we want  
14 to take care of our families that are coming in and  
15 being a part of our community and remaining a part of  
16 our community. So, thank you.

17 CHAIRMAN BARTH: Great. Thank you.

18 Any comments or questions before we go take a  
19 quick photo, anyone?

20 All right.

21 MR. KAMINAR: Thank you.

22 (WHEREUPON, a photo of the military families,  
23 Commissioner Key, and Chairman Barth was taken.)

24 A-2: ENHANCEMENTS FOR ARKANSAS BETTER CHANCE

25 CHAIRMAN BARTH: All right. Our next business

1 item relates to the Arkansas Better Chance program  
2 and I'll call on Mary Kay McKinney to talk to us.  
3 And I would also note that there were a couple of  
4 handouts related to this item that came around  
5 earlier this morning, the map and the other list.

6 MS. MCKINNEY: Yes, sir.

7 (WHEREUPON, A2 Exhibits One (1) and Two (2) were  
8 marked for identification and entered into the  
9 record.)

10 CHAIRMAN BARTH: Welcome, Ms. McKinney.

11 MS. MCKINNEY: Thank you so much. And I regret  
12 that I did not have this prepared and completed for  
13 your board packet, so I know that it's a lot to  
14 digest. There were no changes in the staff  
15 credentials on that chart or the professional  
16 development, so that is exactly the same. The only  
17 difference on the new chart that was handed out to  
18 you, along with the map, are those items that go with  
19 the innovation piece. And this is the \$3 million  
20 that Governor Hutchinson discussed during the 2017  
21 legislative session where he said he wanted to use --  
22 see this funding used for improving and rewarding  
23 teacher quality and also for possibly establishing  
24 some, I guess, islands of excellence of innovation.  
25 And so that is what we have tried to do to honor

1           this.

2           The process that we went about in the ABC  
3           credentials is it was based on the data and  
4           information that was submitted into our data system  
5           on all staff that serve in our ABC program, as well  
6           as for the ones that were in the process of  
7           completing some level of training. And while we  
8           tried to honor everything that was discussed by the  
9           Governor's proposal we did find it kind of hard to  
10          cover all bases. And so, therefore, we came up with  
11          \$1,000 for the credentials for each teacher who met  
12          that credential to go to the program and \$500 for the  
13          training for each teacher that we had documentation  
14          that they actually were in training and making  
15          progress. And that is how we went about in  
16          identifying the credentials and the staff  
17          qualifications.

18          On the innovations grants that we gave out we  
19          targeted literacy support, social/emotional, STEM,  
20          and then also natural playground or eco-friendly  
21          playgrounds, not looking at the ideal of seeing  
22          programs install big apparatuses or playground  
23          structures. But rather than things that take nature  
24          into consideration and outdoor play centers so that  
25          it continues that activity that might be taking place

1 in the classroom to continue in the outdoor setting.  
2 And so what we tried to do in the map is try to show  
3 you the dispersion. Now we have -- Arkansas River is  
4 going to be working in conjunction with Dollarway  
5 School District and they're doing a summer service  
6 and they're going to focus on literacy through the  
7 use of Curious George and community helpers. And  
8 then we have a partnership on social/emotional and  
9 trying to learn more about trauma care with -- North  
10 Little Rock and the Russellville School District are  
11 partnering together. We're hoping that if in fact  
12 that becomes something that maybe other programs  
13 could take and build on their programs -- because we  
14 see more and more children that have -- that are  
15 coming from and into our system with challenging  
16 behaviors. And so we know that this is a springboard  
17 for when they're going into kindergarten. So if we  
18 can try to work on them now then maybe it will  
19 prevent more challenging behaviors by the time they  
20 get into public school.

21 The ABC Children's Academy and Development  
22 Center, they have several -- seven different  
23 locations. So they are planning to disperse out to  
24 the seven locations. Then the OUR Ed. Co-op, they  
25 have both a HIPPY program and they serve 13 school

1 districts in northwest Arkansas -- or really almost  
2 northwest or central Arkansas. And then the South  
3 Central Co-op that is located in Camden, they are  
4 doing STEM and their focus is going to be in their  
5 five different schools that they have ABC services.  
6 And we have tried to document; that's why there are  
7 probably more stars and plus signs and zeroes and  
8 triangles on your map than what actual programs we  
9 have below, because we tried to document that so that  
10 it would give you a visual of where we're trying to  
11 reach out to.

12 We were a little concerned; we did not get a lot  
13 of requests from the northern/eastern/central area or  
14 the southeast area, which is two areas that need a  
15 focus. The one piece that we requested in these  
16 grants is that they had to relate in their purpose  
17 and their objectives of using the early childhood  
18 standards and how it would relate for school  
19 readiness. And if programs did not follow that  
20 instruction then in essence we did not consider them  
21 for funding. Now what that means is that it is our  
22 expectation that this \$3 million will be available  
23 again at the beginning of the next fiscal year -- and  
24 if that is the case, then we will try to work with  
25 these programs to make them understand our

1 expectations and what they need to do so that they do  
2 submit fundable applications and maybe do something  
3 like a Betters Conference.

4 CHAIRMAN BARTH: All right.

5 MS. McKINNEY: Any questions?

6 CHAIRMAN BARTH: Commissioner?

7 COMMISSIONER KEY: Yeah. Ms. McKinney, you  
8 know, we hear constantly we need more money for pre-  
9 k. I mean one of our partner organizations -- the  
10 State Board is partnering with ForwARd Arkansas,  
11 that's a big push. But then when you have a call-to-  
12 action like this or an opportunity, you know, some of  
13 those same parts of the state where we're saying  
14 needs more pre-k, needs higher quality pre-k, you get  
15 no response or limited response. Any -- have y'all  
16 had any conversations at your agency about that? And  
17 is it a communication barrier that we can't seem to  
18 break through or is it just everybody is too busy? I  
19 mean I'm -- because we have the same issue at ADE.

20 MS. McKINNEY: Uh-huh.

21 COMMISSIONER KEY: I'm just curious your  
22 thoughts.

23 MS. McKINNEY: We have talked about it. And I  
24 think that one of the pieces is that this was a very  
25 simple grant. We made it very simple so that it was



1 no more than about three or four pages; so we weren't  
2 asking for seven, ten, fifteen pages. And we have  
3 talked about that those areas that haven't applied,  
4 really trying to go out and do some type of technical  
5 assistance and do a training. You know, it's  
6 apparent that when we get some of the applications  
7 and they're, for lack of a better word, not written  
8 well -- it's obvious that not everybody is a grant  
9 writer. And so I feel like that -- not that I want  
10 to spoon-feed people, but I do feel like that there's  
11 not any kind of training in any higher ed. program  
12 that I know that gives you a lot of training in grant  
13 writing skills. And so I think that we do try to  
14 take that into consideration and then we can  
15 negotiate with someone. But I think that that is the  
16 biggest deterrent that we have is that people just do  
17 not know how to interpret the instructions and  
18 understand what needs to be on that paper for it to  
19 be a fundable grant. And so our mission is to try to  
20 provide technical assistance to those areas and do  
21 that. And it may be very possible that maybe we need  
22 to work with someone in the Department of Ed., along  
23 with that process of doing TA.

24 COMMISSIONER KEY: We -- you've just described  
25 what we see as well, a recent opportunity we've had

1 for a second year of the Professional Learning  
2 Community's pilot. And we saw very few submissions  
3 from southeast Arkansas, and other parts of the  
4 state. But it was very noted that in that part of  
5 the state we did not get what we expected. So  
6 obviously I would imagine if we looked at DHS, Health  
7 Department, other grant opportunities we might see  
8 similar response results. And that may be an area  
9 where it's not just our two agencies, but other  
10 agencies need to put our heads together to determine  
11 how can we help overcome some of those barriers that  
12 are limiting the applications we get from different  
13 parts of the state.

14 MS. MCKINNEY: I agree.

15 COMMISSIONER KEY: Yeah. Okay. Thank you.

16 CHAIRMAN BARTH: A related question -- and I'm  
17 just trying to eyeball things a little bit. Is your  
18 sense that those grant proposals that come from  
19 districts are stronger or do they have more kind of  
20 bandwidth to do higher quality grant proposals? Or  
21 is there no real correlation between school district-  
22 based ABC sites and non-district sites?

23 MS. MCKINNEY: That's a difficult question  
24 because we do receive well-written grants from both  
25 entities. And like looking at this, the Ouachita

1 Industries and -- we have a number of private  
2 programs on here. The bulk of them are from public  
3 schools. And usually we do get better grants from --  
4 it's a good thing, but, you know, some of the bigger  
5 districts, larger districts we get better grants  
6 from. The more rural, smaller districts, not so  
7 much. And I -- that's a double-edged sword, I know,  
8 because there are many good programs -- there are --  
9 if we'd had more money available, we could have  
10 funded a lot more than this. But because our percent  
11 -- I think it was 12% that we had for the innovation  
12 grants -- it wasn't as available. In fact, there  
13 were many of these grants -- we gave it up to \$75,000  
14 and we -- I wish we could've funded more at that  
15 level. And what our thought process is is that if  
16 they show good due-diligence with these grants then  
17 there may be a second phase to some of these so that  
18 they can fulfill everything that they want. Because  
19 I know like in the south central area that's a real  
20 big need; there's a number of districts in there that  
21 could really benefit from more funding.  
22 And so the other thing is mentoring. I wish we could  
23 figure out how to do some kind of mentoring so that  
24 if -- from this pot or from this group of grantees  
25 that maybe they could be a part of that training

1 process. Because sometimes you do better with a peer  
2 training another peer than someone from the state  
3 trying to provide services.

4 CHAIRMAN BARTH: Thank you. Appreciate that.  
5 Ms. Reith.

6 [MS. REITH IS COUGHING]

7 CHAIRMAN BARTH: Sorry. You want me to come  
8 back?

9 MS. REITH: No, I think I should be fine. Thank  
10 you. Thank you, Ms. McKinney. Sorry; I apologize  
11 for the cough.

12 So I guess what I'm trying to discern from your  
13 comments is the issue about that there are folks on  
14 the ground; they just don't have the capacity to  
15 write a grant and/or, maybe more of a greater  
16 concern, put together a strong program; right? Or is  
17 the issue that we don't have folks on the ground that  
18 are putting forth proposals from these areas? And I  
19 ask that question also trying to interface with our  
20 work that Ms. Dean and myself are doing with the  
21 Family Engagement Taskforce, because the  
22 realizations, even from our conversations yesterday,  
23 of how many of these challenges we continue to put on  
24 the schools. And where we talk about community and  
25 family engagement, we haven't prepared community --

1 or in some cases there's just not community present,  
2 right, in the form of formal nonprofits or  
3 individuals that have the capacity to do this. And I  
4 guess what I'm just trying to figure out with pre-k  
5 is the issue that there's not boots on the ground  
6 that can do this work or is it an issue just of, you  
7 know, specialized skill-sets around grant writing?

8 MS. MCKINNEY: And again I'll have to say it's  
9 probably a combination. I think that in some cases  
10 it -- or it may be that there are individuals that  
11 just -- you know, I think sometimes when you say  
12 you're going to write a grant people become somewhat  
13 intimidated by that process, thinking that it's  
14 ominous and it's very -- it's going to be a very  
15 research, time-consuming process -- and in some cases  
16 a grant can be a time-consuming process.

17 And then I also have to take into consideration  
18 the time element. I do not feel that we probably  
19 gave them enough time to feel comfortable to do this.  
20 That's why we gave them a very concise and short,  
21 easy grant to complete.

22 So I do feel optimistic that we can change our  
23 next set of grant opportunities so that more people  
24 will apply and make it even a greater competitive  
25 process. It's just -- excuse me -- it's just I think

1 individuals also get frustrated that "I've applied,  
2 I've applied, I've applied and you're not selecting  
3 my grant." And so that's when we need to reach out  
4 to them and try to make sure that they clearly  
5 understand the process, the language, what's expected  
6 so that they are a fundable application.

7 MS. REITH: Thank you, Ms. McKinney.

8 And I guess my next comment then, Dr. Barth, is  
9 directed toward you as our liaison with ForwARd  
10 Arkansas, as I know they think about next stages with  
11 ForwARd communities, and I know they've had  
12 consultants working specifically within those  
13 communities. It seems that if there's priority areas  
14 like this, like pre-k, and specialized skill-sets  
15 like grant writing, could ForwARd and their  
16 consultants not offer grant writing courses, right,  
17 in terms of thinking of some of these gap areas? If  
18 we've identified that and we know and we concur  
19 around the value of pre-k but acknowledge some of  
20 these barriers, are there things where our community  
21 partners or organized coalitions of community  
22 partners, the way that ForwARd is, could play some of  
23 these specialized roles, just being very cognizant  
24 that as we look forward all of these challenges can't  
25 fall onto the backs of schools, districts or the

1 Department of Ed., that we really need collaborative  
2 efforts.

3 CHAIRMAN BARTH: I agree. And I'll take that  
4 back for sure.

5 MS. REITH: Thank you.

6 CHAIRMAN BARTH: Ms. Dean? Okay.

7 Ms. Zook, anything?

8 MS. ZOOK: Okay. It was my understanding that  
9 this money or at least in the announcement it said  
10 this money was going to go to study to find out what  
11 it took to make a quality pre-k. It seems like what  
12 it turned into is money that you filled out a grant  
13 to apply for so you -- if you had a good grant writer  
14 you may not have any proof that you have a quality  
15 pre-k going on; the pre-k kids may not be going to  
16 kindergarten any better prepared, but if you wrote a  
17 good grant then you got part of the money. So I  
18 think my frustration is we still -- I think the  
19 Walton Family Foundation is now funding that and  
20 they're going to do a national study, which is, you  
21 know, wonderful. But this money going to -- if all  
22 of these places are quality pre-k, then terrific; I'm  
23 glad they have an opportunity, I'm glad they're  
24 getting more credentials. but we don't even really  
25 have any concrete 21st century data that that one

1 more credential is going to make that child's  
2 experience coming through that pre-k any better. So  
3 I think my frustration is that we -- that's a lot of  
4 money, and to not use it to find out more deeply and  
5 then maybe assist and work with the private money to  
6 say here's what a quality pre-k is and here's how  
7 you're going to share that with other people, and you  
8 have an obligation in this co-op because, boy, we've  
9 got some top-notch people who have gotten these  
10 people ready; they have a whole child approach, they  
11 have -- you know, so I am disappointed in the way  
12 that the money has been chosen to be spent. So I  
13 know you're the messenger, and you and I get along  
14 fine; so people may misunderstand that back-and-  
15 forth. I know you're not in charge of the world, so  
16 I get that. But please convey that, if you will, to  
17 DHS.

18 MS. McKINNEY: I will.

19 CHAIRMAN BARTH: Great. All right.

20 Mr. Black? Mr. Williamson? Ms. Chambers?

21 All right. Okay.

22 Then if there are no other questions I would  
23 entertain a motion on the allocation of these dollars  
24 across these three programs. Is that correct?

25 MS. McKINNEY: (nodding head up and down)



1 CHAIRMAN BARTH: All right. So, a motion?

2 MS. REITH: I move to approve the proposed  
3 enhancements for the ABC program.

4 MS. CHAMBERS: Second.

5 CHAIRMAN BARTH: All right. Motion by Ms.  
6 Reith, second by Ms. Chambers.

7 All those in favor say "aye."

8 (MAJORITY CHORUS OF AYES)

9 CHAIRMAN BARTH: Opposed?

10 MS. ZOOK: No.

11 CHAIRMAN BARTH: Okay. Record the no vote by  
12 Ms. Zook.

13 But we thank you, Ms. McKinney, for all your  
14 good work in trying to reach places that are  
15 challenging places to reach. So, thank you.

16 MS. MCKINNEY: Thank you very much.

17 A-3: CONSIDERATION OF CHARTER AUTHORIZING PANEL'S DECISIONS -  
18 SUMMARY INFORMATION

19 a) ROCKBRIDGE MONTESSORI SCHOOL

20 CHAIRMAN BARTH: All right. I think we can  
21 hopefully get through Charter Authorizing materials  
22 before lunch. And so I will turn it over to Ms. Boyd  
23 for items -- for the two -- for item 3(a).

24 MS. ZOOK: On her way up can we congratulate her  
25 on successfully defending her dissertation?

1 CHAIRMAN BARTH: Yeah. Congratulations, Dr.  
2 Boyd.

3 [APPLAUSE]

4 DR. BOYD: Thank you. I'm Alexandra Boyd,  
5 director of the Charter Unit. For item 3 --

6 COMMISSIONER KEY: Mr. Chairman, I think there's  
7 a correction. That's Dr. Alexandra Boyd.

8 DR. BOYD: Thank you, Commissioner. I'm Dr.  
9 Alexandra Boyd and I'm the director of the Charter  
10 Unit. For item 3(a), this is a decision that was made  
11 by the Panel at its previous meeting. You all have  
12 the right to vote to review or not review that  
13 decision today. And as a reminder, Rockbridge  
14 Montessori School was on probationary status. The  
15 Panel voted to release them from that status, but  
16 asked them to include some future reporting. So the  
17 overall message is that the Panel noticed the  
18 progress that the charter is making; they're not  
19 completely satisfied with where they are. So that's  
20 where things are. We have Superintendent Felton  
21 here, if you have questions for him, and also their  
22 board president is here. And just a reminder: the  
23 vote is to review or not review.

24 CHAIRMAN BARTH: All right. Thank you, Dr.  
25 Boyd.

1 I will start over here if there are questions or  
2 comments. Ms. Cochran, anything? All right. Ms.  
3 Newton?

4 MS. NEWTON: I can't get my -- there it goes.  
5 Dr. Boyd, I have a question for you. Did the Charter  
6 Panel have access to the ESSA school index that we  
7 got yesterday?

8 DR. BOYD: No, ma'am. Only certain members of  
9 the Panel who had -- a few members of the Panel had  
10 access to that information because it wasn't public  
11 at the time. However, Mr. Felton generalized the  
12 outcomes for the Panel, so he didn't go into very  
13 specific information because he couldn't; it wasn't  
14 public yet. But he did explain to the Panel where  
15 they were academically, why their scores were low,  
16 and how well they're doing with their interim  
17 assessments to date.

18 MS. NEWTON: So were they made aware of where  
19 they would fall -- I mean did they have an idea of  
20 how --

21 DR. BOYD: About the letter grade?

22 MS. NEWTON: -- how low it would be, I guess?

23 DR. BOYD: No, ma'am. I don't believe that was  
24 the case.

25 MS. NEWTON: Okay.

1 CHAIRMAN BARTH: Okay. Dr. Hill? Ms. Chambers?  
2 Mr. Williamson? Mr. Black? Ms. Zook?

3 MS. ZOOK: First of all, I want to commend the  
4 Panel on a very thorough in-depth -- from visits to  
5 every piece of information to -- they left no stone  
6 unturned and I appreciated that. I was not able to  
7 attend the meeting, but I did listen to it once it  
8 was posted. And I do appreciate the Panel and how  
9 thorough they were with that.

10 I think the only question I have before I vote  
11 is -- and I see Mr. Felton is here. He talked about  
12 the teacher has a Masters in reading, but having a  
13 Masters in reading and knowing how to teach the  
14 science of reading can be different. Is the  
15 Department -- or have you worked with Ms. Smith or  
16 anyone to find out if what that teacher is helping  
17 with, the PD, is in fact complimentary to the science  
18 of reading that we're doing here in the state?

19 MR. FELTON: I understand. Will Felton,  
20 superintendent of Rockbridge. Yes, ma'am, we -- Ms.  
21 Shock that works at APSRC has been our liaison with  
22 the reading people. We actually have that teacher in  
23 the R.I.S.E. program to work with.

24 MS. ZOOK: Okay.

25 MR. FELTON: And then we also are aware of the

1 steps that were released about how they can do it  
2 online too to get a better background. And we are  
3 definitely all, even administration, is going to take  
4 that route.

5 MS. ZOOK: And also Dr. Hernandez expressed  
6 concern about so many -- so few people who work there  
7 and so many of them who have to come here for those  
8 reports. But I think if this -- if we choose not to  
9 review then I think that it would be simply a matter  
10 of providing the report, not having to bring people  
11 with you, and I'm sure you can work that out with Dr.  
12 Boyd. But that would be my -- anyway, thanks again  
13 to the Panel.

14 CHAIRMAN BARTH: All right. Ms. Dean, anything?  
15 Okay. Ms. Reith?

16 Any other comments?

17 You know, I do -- I want to voice my concern  
18 about what appears to be a real hyper-dependency on  
19 APSRC by this school in so many areas, not just -- I  
20 mean across the board. I mean it's -- if there's a  
21 question -- and we've obviously had many  
22 conversations with Rockbridge folks over the last few  
23 months; I mean it is -- APSRC is the -- has been the  
24 answer and I'm just worried about sustainability, not  
25 just operationally but also curricular -- in terms of

1           curricular matters. So I do have a very deep  
2           concern. It's not so much the performance that we  
3           saw on the report cards, but it's really is there  
4           sustainability for the future.

5           DR. BOYD: Dr. Barth, a note about the report  
6           cards before we move forward. I just want to  
7           emphasize that those are results based on the  
8           previous year and with the previous administration.  
9           So that's just one thing to keep in mind.

10          In terms of the dependency on APSRC, I would  
11          just like to remind the Board that Rockbridge -- even  
12          though we don't have a formalized name for it, they  
13          are kind of in a restart mode. So I think that's why  
14          that's going on right now, but Mr. Felton can speak  
15          to that. I'm assuming that he has a plan, kind of a  
16          gradual release plan once the kind of restart year is  
17          completed.

18          CHAIRMAN BARTH: Thanks, Mr. Felton.

19          MR. FELTON: You're welcome. So there is a plan  
20          to kind of back away from APSRC. Now we do use them  
21          for financial and they've been very successful, and  
22          we plan on continuing using that program with them.  
23          As you can tell, the finances are very thorough.

24          As far as the curriculum goes, when I -- I was  
25          -- when I decided to become a principal or whatever,

1 I decided to go the curriculum route. So I try  
2 really hard to keep in mind that even though I'm a  
3 manager of a school I am an educational leader. The  
4 teachers themselves are pretty much leading this urge  
5 to change things. And as far as the science of  
6 reading, that's pretty much the one thing that I feel  
7 like the school needs support in and we're getting  
8 that through the Department now. So just -- Ms.  
9 Shock was just a liaison to get us into that.

10 I've done this for awhile. I can say that I  
11 feel very strongly -- what we have accomplished and  
12 what we're going to do next is just exciting. I  
13 can't imagine the test scores not going up. I mean  
14 to just that, there were a huge number of students  
15 that didn't get tested. They got hit for that, some  
16 test irregularities. So we've focused really hard on  
17 that. And it's already starting to where APSRC is  
18 slowly backing away. Now for SPED, the Charter Panel  
19 thought it would still be good to have that person at  
20 the APSRC work with us and she's been a huge  
21 resource. But now where she was coming in, you know,  
22 two or three times a week, we've seen less of her. I  
23 am going to hire a principal of sorts next year to  
24 help take off some of the workload on myself. And we  
25 are growing in numbers, which will allow us to have,

1           you know, one more teacher that will help in the  
2           mathematics department. So we are in the process of  
3           slowly backing away.

4           CHAIRMAN BARTH: Okay. Thank you.

5           MR. FELTON: You're welcome.

6           CHAIRMAN BARTH: I think I do -- you know, if  
7           restart is the right word, then, you know, we  
8           certainly have heightened oversight with new  
9           charters. And this is not formally a new charter but  
10          it seems to have a spirit of a new charter. And so I  
11          do have concerns about stepping away in this way, but  
12          I don't have a vote.

13          So I will leave it up to my fellow board members  
14          for a motion.

15          MR. BLACK: So moved.

16          CHAIRMAN BARTH: So the motion is to review or  
17          to not review?

18          MR. BLACK: To review.

19          CHAIRMAN BARTH: Okay. Motion to review.

20          Is there a second?

21                 (A FEW MOMENTS OF SILENCE)

22          CHAIRMAN BARTH: Okay. That motion fails.

23          MS. ZOOK: I move not to review in light of the  
24          fact that there will be ongoing reporting. And also  
25          it was pointed out that they are getting new



1 students. They have a more active, more diverse  
2 board, and the new administration and teachers -- I  
3 think he said he had 90-something percent of your  
4 teachers are coming back.

5 MR. FELTON: They're all coming back.

6 MS. ZOOK: They're all, a hundred percent. So  
7 in light of all that, I move not to review and to be  
8 looking forward to your reports.

9 MS. DEAN: Second.

10 CHAIRMAN BARTH: All right. Motion by Ms. Zook,  
11 second by Ms. Dean.

12 All those in favor say "aye."

13 (UNANIMOUS CHORUS OF AYES)

14 CHAIRMAN BARTH: Opposed, same sign. Any  
15 opposed?

16 Okay. Thank you. Good luck, Mr. Felton. We  
17 look forward -- and I'll try to get down to visit.

18 MR. FELTON: Oh, please do.

19 CHAIRMAN BARTH: I'm just a few blocks away --

20 MR. FELTON: Yeah, come on down.

21 CHAIRMAN BARTH: -- so I will come visit. All  
22 right.

23 MR. FELTON: And thank you, guys, for all the  
24 help. Like I said before, we never felt like we were  
25 alone; the Department -- I can call anybody at any

1 time. So I appreciate it.

2 CHAIRMAN BARTH: That's the way it's supposed to  
3 work. Thank you so much.

4 CHAIRMAN BARTH: All right. I'm going to need  
5 some guidance from Ms. McLaughlin. So we do have  
6 folks from England here; correct?

7 MS. McLAUGHLIN: Yes.

8 CHAIRMAN BARTH: Okay. What's your sense of the  
9 length of this item?

10 MS. McLAUGHLIN: It's for Teacher Licensure, so  
11 --

12 CHAIRMAN BARTH: Okay.

13 MS. McLAUGHLIN: -- probably -- unless you guys  
14 had a lot of questions for them, their presentation  
15 is very brief and straightforward.

16 CHAIRMAN BARTH: Okay. That sounds great.

17 COMMISSIONER KEY: And I think, likewise, number  
18 5 is pretty straightforward. I think we -- if we  
19 could knock those out before lunch and we could let  
20 the school folks -- get them back.

21 CHAIRMAN BARTH: Yeah. Yeah. That was exactly  
22 my hope, so -- all right.

23 A-4: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT  
24 CHARTERS: ENGLAND SCHOOL DISTRICT

25 CHAIRMAN BARTH: So we are to an Act 1240 waiver

1 for the England School District waiver request. And  
2 I'll turn it over to Ms. McLaughlin.

3 MS. McLAUGHLIN: Okay. Thank you very much.

4 Today we have England School District here to  
5 ask for waivers. As a reminder, the school district  
6 will have 20 minutes to make their presentation. Any  
7 opposition will also have 20 minutes, and then the  
8 district will have 5 minutes to respond before the  
9 Q&A begins.

10 Act 1240 of 2015 allows a school district to  
11 petition the State Board of Education for all or some  
12 of the waivers granted to open-enrollment public  
13 charter schools that serve students who reside in  
14 their school district. Representatives of the  
15 England School District are appearing before you  
16 today for a petition for waivers of Teacher  
17 Licensure. Their 90 days expire on June 10th, and  
18 they are requesting for five years. We do have Tyler  
19 Scott, superintendent, and Jeff Adams, principal, and  
20 you will want to swear them in.

21 CHAIRMAN BARTH: Great. All right. If anyone  
22 who plans to offer testimony will stand and raise  
23 their right hand on this item? Or, are they here?

24 COMMISSIONER KEY: They were.

25 UNKNOWN MALE: They left.

1 CHAIRMAN BARTH: Oh, they left.

2 MS. McLAUGHLIN: I'm so sorry.

3 CHAIRMAN BARTH: Oh, that's fine. I apologize.  
4 I didn't know if we were --

5 MS. McLAUGHLIN: I told them earlier to be  
6 prepared to come back after lunch.

7 CHAIRMAN BARTH: Okay. Well, I guess they took  
8 that -- made that choice, so that's fine.

9 Then we can move to item --

10 MS. ZOOK: Do we need to move to table that?

11 CHAIRMAN BARTH: Yeah, I think we do. Correct,  
12 Ms. Zook.

13 MS. ZOOK: I move to table England until after  
14 lunch.

15 MR. WILLIAMSON: Second.

16 CHAIRMAN BARTH: All right. Motion by Ms. Zook,  
17 second by Mr. Williamson.

18 All in favor say "aye."

19 (UNANIMOUS CHORUS OF AYES)

20 CHAIRMAN BARTH: All right. Thank you.

21 A-5: REQUEST OF THE BRINKLEY SCHOOL DISTRICT FOR WAIVER OF  
22 INSTRUCTIONAL DAYS

23 CHAIRMAN BARTH: Okay. Now we are to item 5 and  
24 this is a Brinkley School District request, and Ms.  
25 Freno will walk us through this. And this is not an

1 Act 1240; this is a more traditional waiver.

2 MS. FRENO: That is correct, Dr. Barth. This is  
3 a waiver being sought under Arkansas Code 6-15-202  
4 and the Standards for Accreditation. The school  
5 districts may request a waiver of up to one year from  
6 the Standards for Accreditation for certain items,  
7 one of which is the one that they're here before you  
8 today on, which is the 178 instructional days  
9 required by the Standards. And the Brinkley School  
10 District has requested a waiver of three  
11 instructional days.

12 CHAIRMAN BARTH: Great. And do I need to swear  
13 --

14 MS. FRENO: I would, yes. Yes.

15 CHAIRMAN BARTH: All right. Okay. Great.  
16 Welcome, and please raise your right hand. Do you  
17 swear or affirm that the testimony you're about to  
18 give shall be the truth, the whole truth and nothing  
19 but the truth?

20 DR. GOODWIN: I do.

21 CHAIRMAN BARTH: Great. If you'll just identify  
22 yourself for the record, that will be great.

23 DR. GOODWIN: I'm Dr. Debbie Goodwin,  
24 superintendent at the Brinkley School District.

25 As just a very short explanation, AMI days --

1           okay -- when the first call came out for AMI days I,  
2           like several other superintendents, misunderstood  
3           that we had to present something with technology. We  
4           didn't have technology at home, so I didn't present  
5           it. When the second announcement came out that you  
6           could apply still for AMI days I had had unexpected  
7           surgery and was in the hospital and a deadline had  
8           gone before I got back and could submit that AMI. So  
9           I realize we cannot do AMI days for snow days. We  
10          have four snow days to make-up; we've got those to  
11          make-up. But we -- it's been a strange year for us  
12          at Brinkley with facilities; I'll just put it that  
13          way. We have termite infestation -- we're involved  
14          now with a lawsuit with our termite carrier -- and a  
15          lot of things, leaking roofs. I don't even want to  
16          go there.

17                 We had three days that were unforeseen, could  
18                 not be helped, and I'm asking for a waiver for those  
19                 three days.

20                 The first was for a board member who passed away  
21                 with cancer. He was a lifetime member of the  
22                 community. We are a small school. We had a lot --  
23                 all of the -- we had so many teachers that wanted to  
24                 go to the funeral, and so many students that wanted  
25                 to go to the funeral, that I could not find enough

1 subs. So we were -- we didn't -- we could not have  
2 school that day.

3 The second day, the local gas company took the  
4 meter out of the road, disconnected it. We had no  
5 heat in the building and it was 39 degrees that  
6 morning. In our building that's nearly 100 years old  
7 we couldn't -- we had no heat. And so that was the  
8 next one.

9 The third one -- well, the day after the sewer  
10 backed up and we had to decontaminate the school  
11 because it all came into the elementary school. Then  
12 something happened to the water company and they --  
13 their -- everything shutdown, so we were on a boil  
14 order for -- and I had school one day with the boil  
15 order in effect and it was just total chaos. And so  
16 we -- I canceled school that day.

17 So we have three days that we're -- that I'm  
18 asking for mercy so that we can -- we will make up  
19 our four snow days, but asking for mercy on those  
20 three so that we don't end up going that much further  
21 into June for our -- and so I'm asking you for that.

22 And then I do have a comment as a southeast  
23 superintendent, if you would like to hear it, about  
24 the way with the ABC thing, later.

25 But my request is to be granted a waiver for

1           those three days.

2                   CHAIRMAN BARTH:   Okay.   Are there questions?

3           Anyone over here first?

4                   All right.   Then, Ms. Zook.

5                   MS. ZOOK:   Yeah.   Did you have your five days

6           built in that you're required?

7                   DR. GOODWIN:   Yes, I did.   But by the time these  
8           happened in January we were already past several of  
9           those.   And we have used -- we are using the -- which  
10          is next Monday, we're using those as one of the snow  
11          days to try to get us to where we can be out by June  
12          3rd and not have to go into the next week.

13                   MS. ZOOK:   And did you take a spring break?

14                   DR. GOODWIN:   We did have a spring break, yes.

15                   MS. ZOOK:   And did you take a Good Friday?

16                   DR. GOODWIN:   Yes, by a vote of faculty.

17                   MS. ZOOK:   Okay.

18                   DR. GOODWIN:   Not on recommendation of the  
19          superintendent.

20                   MS. ZOOK:   And help me understand this packet  
21          one, two, three and four on dates that have already  
22          passed.

23                   DR. GOODWIN:   Those -- that's irrelevant to this  
24          because I'm saying I understand we can't do that.   So  
25          all I'm asking for is just the first three days on



1 the -- not snow days, just the days that were the  
2 funeral and the two days on the utilities in the  
3 building.

4 CHAIRMAN BARTH: Commissioner?

5 COMMISSIONER KEY: Yeah, let me try to clarify.  
6 When we received that letter that's in your packet  
7 the -- we misinterpreted that to be requesting AMI  
8 days. And after a conversation that Dr. Goodwin and  
9 I had, you know, it became clear to me that it was  
10 just those three days. And she said, you know, how  
11 do -- I think she originally -- we were thinking  
12 maybe the Commissioner could waive it, and when we  
13 researched it we realized no, the Commissioner can't  
14 do that; it has to come to the Board. And so those  
15 are the only three days that are at issue here. So  
16 the discussion in that letter about those make-up  
17 packets, as Dr. Goodwin said, are irrelevant to this  
18 request that's before you today. That letter just  
19 constituted the 30 -- they had -- she had to make a  
20 request within 30 days of the meeting and that letter  
21 was --

22 DR. GOODWIN: They already had it.

23 COMMISSIONER KEY: -- deemed to be the request.

24 CHAIRMAN BARTH: Ms. Zook, any other -- anything  
25 else?

1 MS. ZOOK: No.

2 CHAIRMAN BARTH: Okay. Ms. Dean? Ms. Reith?

3 MS. REITH: No, maybe just more than anything  
4 our sympathies for everything that you're going  
5 through and appreciation for that perspective of the  
6 real challenges that you're facing day-to-day.

7 DR. GOODWIN: I stopped short of going through  
8 it all. You don't want to hear it.

9 MS. REITH: No, but even the context that you  
10 did give us I appreciate that. I don't think we hear  
11 about that enough at this level, so I appreciated  
12 that additional information. And just to express my  
13 desire, Dr. Barth, if there is a chance for her to go  
14 into, she said, her thoughts on the ABC program. I  
15 really appreciate you making the trek up here and any  
16 chance for us to learn more from you we should take  
17 advantage of it.

18 DR. GOODWIN: Very short comment.

19 CHAIRMAN BARTH: Okay. Any other -- Ms. Newton,  
20 do you have anything on this?

21 MS. NEWTON: No.

22 CHAIRMAN BARTH: Okay.

23 MS. ZOOK: Do we know what your growth and  
24 achievement scores are and what --

25 DR. GOODWIN: On the report card that came out

1           yesterday? We had a C at the elementary, which is  
2           where it stayed from last time. We actually raised  
3           from a D to a C at the high school level and we're  
4           very glad of that. I could give you a big long  
5           story. I was the improvement specialist at this  
6           school district for three years before I became the  
7           superintendent. And there are major, major issues,  
8           mostly associated with culture, as the Noble group  
9           pointed out. And so that's what I'm working on. But  
10          in the meantime I didn't know that our facilities  
11          were in the shape they were in when I took the job,  
12          and it is a major, major issue.

13               MS. ZOOK: And do you think that your grade is  
14               reflective of a gap between your -- well, I guess  
15               you're probably at almost 100% of low socioeconomic.  
16               Is that right?

17               DR. GOODWIN: We operate that way. But in  
18               direct certification we are less than -- we're like  
19               78%.

20               MS. ZOOK: Right. But is there a gap between  
21               your -- that subgroup and your high achievers, a gap  
22               between your minority and your high achievers? Or is  
23               it the gap --

24               DR. GOODWIN: Very minimal.

25               MS. ZOOK: -- that's causing the C or is it lack

1 of growth or scores?

2 DR. GOODWIN: Our groups, our subgroups and our  
3 entire population, almost always identical. We --  
4 it's a situation economically where Brinkley has lost  
5 -- we've lost 50 students just about per year. We  
6 have -- we were at 600 students maybe five years ago;  
7 we are at 460 as of today. All of these people have  
8 moved off someplace, but we do not have the economy.  
9 So what I'm saying is what kind of students you  
10 normally see in the high achieving, we don't have  
11 those. Our population is pretty much the same across  
12 the board and low SES and very little professional  
13 parents, that kind of thing. So our -- we don't  
14 really have a gap; everybody is the same. We're just  
15 low.

16 MS. ZOOK: So you are seeing this as an  
17 opportunity to grow and dig down into the data?

18 DR. GOODWIN: We have to find a way to reach our  
19 students. And I will tell you that -- and I know  
20 this is going to be televised, but the thing that I  
21 fight the most is the mindset within the building  
22 towards the students, and that's -- low expectations  
23 is what I fight the most. And so we're -- I'm  
24 trying.

25 MS. ZOOK: Thank you for --

1 DR. GOODWIN: I've got plans.

2 MS. ZOOK: I appreciate your candor.

3 CHAIRMAN BARTH: So in terms of the building  
4 challenges --

5 DR. GOODWIN: Yes.

6 CHAIRMAN BARTH: -- which sound pretty severe, I  
7 mean is there a plan from the board --

8 DR. GOODWIN: Yes.

9 CHAIRMAN BARTH: -- from your school board for  
10 --

11 DR. GOODWIN: We submitted a six-year plan this  
12 year that actually is to demolish 22 buildings and  
13 build one that is elementary and high school  
14 together. That plan has been approved by the  
15 Facilities Division here. We have a -- we're asking  
16 for a millage increase on July 19th.

17 CHAIRMAN BARTH: Okay.

18 DR. GOODWIN: We have a plan. There are some --  
19 there's some steps still that are going to have to  
20 fall into place for things to happen that need to  
21 happen. But it's been a long time of neglect.

22 CHAIRMAN BARTH: Great. All right. Well, good  
23 luck with that --

24 DR. GOODWIN: Thank you.

25 CHAIRMAN BARTH: -- that effort.

1 All right. I think the proper motion is to  
2 accept this waiver request or to not. But I think --  
3 Commissioner, do you have a comment?

4 COMMISSIONER KEY: Well, just to clarify too  
5 that, in the terms of being transparent, I think Dr.  
6 Goodwin was -- in our conversation we were going to  
7 ask for the two on the utilities, and I said, you  
8 know, "If you want to ask for the three, including  
9 that funeral day, you know, that's a conversation  
10 that the Board would need to have." That is an  
11 unusual request. We get requests for utilities,  
12 flooding; you know, I think a couple of years ago we  
13 had -- Ashdown came because of extensive flooding.  
14 So, yeah. And so just -- you know, you can do -- you  
15 have choices. So, you know, you don't have to take  
16 it as all the days or none of the days. You know, so  
17 if you want to have a conversation about that -- and  
18 I should have mentioned that at the outset or asked  
19 Lori to clarify that. But I think I'm correct in  
20 that, right, Ms. Freno, that they have options of --  
21 it's not an either/or all three days or zero days?

22 MS. FRENO: That's correct.

23 COMMISSIONER KEY: Okay. Thank you. I just  
24 wanted to make sure that was clarified.

25 DR. GOODWIN: Thank you.

1 MS. DEAN: I move to approve all the waivers --  
2 the waiver for all three days.

3 MS. NEWTON: Second.

4 CHAIRMAN BARTH: All right. Motion by Ms. Dean,  
5 second by Ms. Newton.

6 Any amendments or anything else?

7 All those in favor say "aye."

8 (UNANIMOUS CHORUS OF AYES)

9 CHAIRMAN BARTH: Opposed, same sign.  
10 Ms. Zook?

11 MS. ZOOK: No, I voted aye.

12 CHAIRMAN BARTH: Okay. All right.

13 MS. ZOOK: I was just going to ask her a  
14 question or take back a message.

15 DR. GOODWIN: Yes.

16 MS. ZOOK: I'm not speaking for the Board; I'm  
17 speaking for me. But when you do have these issues  
18 and you are going to have to come, which makes  
19 perfect sense, I think it would be good if the  
20 faculty who voted to get off Good Friday understood  
21 that if I can tell them we gave a little to get a  
22 little that that would go a lot further with the  
23 educator in my heart.

24 DR. GOODWIN: I fully understand. And as I said  
25 --

1 CHAIRMAN BARTH: And Ms. Zook said --

2 DR. GOODWIN: -- it wasn't my recommendation.

3 CHAIRMAN BARTH: Ms. Zook said exactly what I  
4 wanted --

5 DR. GOODWIN: Did you want to hear the comment  
6 on the -- oh, I'm sorry, you haven't --

7 CHAIRMAN BARTH: I do want to say I think the  
8 Good Friday thing is frustrating.

9 DR. GOODWIN: It was very frustrating for me.

10 MS. ZOOK: Don't get me wrong, I'm a Christian;  
11 I'm all about Good Friday. But either one of the  
12 spring break days or Good Friday day or -- you know,  
13 in Melbourne we move the funerals to Saturday.

14 DR. GOODWIN: You feel my pain. Okay?

15 CHAIRMAN BARTH: All right.

16 DR. GOODWIN: This is what I'm dealing with.

17 CHAIRMAN BARTH: All right. And quickly on the  
18 ABC program we'll be happy to --

19 DR. GOODWIN: On the ABC thing --

20 CHAIRMAN BARTH: Yeah.

21 DR. GOODWIN: -- what I was going to say is when  
22 that came up, the time limit, it was a short time.

23 The fact that we have -- we operate on a very  
24 skeleton staff. I've had to cut almost \$300,000 from  
25 the budget for three years in a row. I don't have



1 anyone who had the time to write the grant. And so  
2 as a southeast Arkansas school I felt like that you  
3 might be interested in knowing that. Although I  
4 could write it, I didn't have the time either.

5 Thank you so much.

6 CHAIRMAN BARTH: All right. Congratulations and  
7 good luck on the millage vote.

8 DR. GOODWIN: Thank you.

9 CHAIRMAN BARTH: Great. We're adjourned for  
10 lunch. We will return at 1:00 and we will pick up  
11 with the England Act 1240 waivers.

12 (LUNCH BREAK: 12:26 - 1:08 p.m.)

13 CHAIRMAN BARTH: I'll call us back to order.  
14 And so we have -- just to talk through how we're  
15 going to get started this afternoon, we have the item  
16 that we tabled from this morning, the England Act  
17 1240 waiver. Then we're going to go into the first  
18 action agenda item, which is -- for the afternoon,  
19 which is the robotics courses and standards. And  
20 then Mr. Owen's schedule is such that he is on later  
21 in the afternoon with a report on the computer  
22 science initiative. It would help him tremendously  
23 if he could go ahead and do that report when he does  
24 his action item to save him a trip back and forth  
25 from the Capitol. So that's just to let y'all know

1 where we're headed.

2 A-4: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT  
3 CHARTERS: ENGLAND SCHOOL DISTRICT

4 CHAIRMAN BARTH: But we pick back up with the  
5 England School District issue and I will now turn it  
6 over to Ms. McLaughlin.

7 MS. McLAUGHLIN: Thank you, Dr. Barth. My name  
8 is Kelly McLaughlin; I'm with the ADE Charter School  
9 Office. And today we do have the England School  
10 District here to request waivers for Teacher  
11 Licensure. Their 90 days does expire on June 10th  
12 and they have requested for five years. We have  
13 Superintendent Tyler Scott and Jeff Adams, the  
14 principal here to make their presentation. And  
15 you'll want to swear them in.

16 CHAIRMAN BARTH: Great. All right. If both of  
17 y'all could go ahead and stand and raise your right  
18 hand. Do you swear or affirm that the testimony  
19 you're about to give shall be the truth, the whole  
20 truth and nothing but the truth?

21 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

22 CHAIRMAN BARTH: Great. Thank you. If you'll  
23 just identify yourself again for the record, that'll  
24 be great.

25 SUPT. SCOTT: Tyler Scott, superintendent of

1 England School District.

2 MR. ADAMS: And I'm Jeff Adams, the elementary  
3 principal at England.

4 CHAIRMAN BARTH: Great. And so y'all do have up  
5 to 20 minutes if you need it.

6 SUPT. SCOTT: Probably won't need it. Just  
7 going to -- I've been at England for 10 years in  
8 coaching, teaching, assistant principal, and now as  
9 the superintendent. It's difficult to find teachers  
10 to come out to England. It seems like we're hiring  
11 people last-minute every year -- or this -- we hired  
12 somebody as late as September this year. There's  
13 actually one person in particular that kind of  
14 sparked us to go after the 1240 waiver. We do lose  
15 kids to several of the charter schools, Scott  
16 Charter, Lisa Academy, eSTEM. We have a teacher that  
17 she's actually working for The Point, behavioral  
18 special -- or behavior interventionist/therapist.  
19 She is -- we actually have an ALE opening at the  
20 elementary. She already pulls and works with all  
21 those kids and she has a Masters degree and she's  
22 going back and taking her Praxis exams and  
23 everything, and that's what kind of sparked us to go  
24 after the 1240 waiver. But I do think it would be  
25 beneficial for the district to have that to fall back

1 on when it comes August and we're looking for a math  
2 teacher, trying to -- having difficulties finding  
3 people to fill spots.

4 CHAIRMAN BARTH: Okay. Anything else?

5 SUPT. SCOTT: (shaking head from side to side)

6 CHAIRMAN BARTH: Just if I could just clarify  
7 the -- before turning it over to others: the breadth  
8 of the waiver request, first the length and then also  
9 the breadth of it, is it for -- is it pretty much all  
10 grades or --

11 SUPT. SCOTT: I would have it for all grades,  
12 yes, and the length would be for five years.

13 CHAIRMAN BARTH: Okay. All right. Great.  
14 Ms. Reith?

15 MS. REITH: Just one question on the process.  
16 Are your teachers aware that you've come forward with  
17 this request?

18 SUPT. SCOTT: Yes. The teachers -- involving  
19 the lady that I just mentioned, as far as doing the  
20 ALE part of it, she is tied to our community. She  
21 actually lives in Little Rock. She said she would  
22 love to come to the England District because she  
23 knows that we have kids that need a lot of help and  
24 -- but our teachers think the world of her and they  
25 do, they're in support of her -- us going after the

1           1240 waiver for her.

2           MS. ZOOK: So this is a core subject?

3           SUPT. SCOTT: No, ma'am. It's for ALE. And our  
4 ALE actually has --

5           MS. ZOOK: Oh, I'm sorry, I thought you said  
6 English. I apologize. I wasn't -- didn't --

7           SUPT. SCOTT: No, our ALE actually has -- it has  
8 aids in there and they also are pulled to some of  
9 their core subjects, math and English and stuff.

10          MS. ZOOK: I was in a meeting recently and  
11 learned the full scope of ALEs. I think when we hear  
12 ALE we think the kids with behavior problems.

13          SUPT. SCOTT: Right.

14          MS. ZOOK: But I know it's much broader than  
15 that. Is yours broad like the full definition of ALE  
16 or are you just working on kids with behavior  
17 problems?

18          SUPT. SCOTT: No, ma'am. It's the full spectrum  
19 of it. We have students that have to miss a lot for  
20 sick and like our high school ALE we have what's  
21 known as the hub to where they -- we have like  
22 teenage girls that have had children and it allows  
23 them -- and so we have our JAG program through that  
24 where it allows them to get credit for going to work,  
25 and it's molded to fit their schedule.

1 MS. ZOOK: And is this teacher interested in  
2 becoming an alternative route teacher or certified  
3 teacher, or what -- do you know?

4 SUPT. SCOTT: She -- I think she would prefer  
5 the alternative route, but she just wants to be a  
6 teacher. She feels connected to England and she's  
7 really wanting to be there.

8 MS. ZOOK: Thank you. That's all.

9 CHAIRMAN BARTH: So I just want to come back; I  
10 was a little confused -- or I'm newly confused, I  
11 guess. So the scope of the request, is it simply for  
12 this one position or are you -- is your request --

13 (COURT REPORTER'S NOTE: Dr. Barth turns on his  
14 microphone.)

15 CHAIRMAN BARTH: Oh, I apologize. Is your  
16 request for this one position or is it more wide-  
17 ranging?

18 SUPT. SCOTT: It would be more wide-ranging, but  
19 this incident is what kind of led us to look into the  
20 1240 waivers.

21 CHAIRMAN BARTH: Okay.

22 SUPT. SCOTT: And then the more I looked into  
23 it, the more I read about it, I thought it would be  
24 very beneficial for our district.

25 CHAIRMAN BARTH: Okay. And it's for all grades

1 from K through 12?

2 SUPT. SCOTT: Yes, sir.

3 CHAIRMAN BARTH: Okay. All right. Ms.  
4 Chambers, anything? Dr. Hill?

5 DR. HILL: No, sir.

6 CHAIRMAN BARTH: Ms. Newton?

7 MS. NEWTON: Just a quick comment. I would  
8 encourage you to contact the Licensure Division and  
9 discuss with them, because with the recent changes in  
10 licensure there have been so many more additions that  
11 -- different routes that teachers can go, or people  
12 who are seeking to get into the teaching field.  
13 There are just lots of different ways that it can be  
14 done. And so that might be also another thing that  
15 you can look into --

16 SUPT. SCOTT: Okay.

17 MS. NEWTON: -- when you come next fall and  
18 start looking for teachers.

19 SUPT. SCOTT: Okay. Thank you.

20 CHAIRMAN BARTH: Ms. Cochran.

21 MS. COCHRAN: I'm just curious what your  
22 recruitment plan and your retention plan is like in  
23 England?

24 SUPT. SCOTT: Well, retention plan, it's --  
25 we've actually looked at one of our neighboring

1 schools that give a bonus for -- like if you've been  
2 there for five years you get this much, then once you  
3 get there to six. We are -- because we're lower on  
4 the salary schedule, kind of a stair-stepper school  
5 that people come to get experience fresh out of  
6 college. A lot of our recruitment though is we call  
7 Harding, we call UALR, we call a bunch of the  
8 surrounding colleges asking -- UAPB -- for their  
9 teachers that are graduating, if they have anybody  
10 that would be interested in coming to England. And  
11 that's our recruitment.

12 CHAIRMAN BARTH: Great. I see Dr. Pfeffer back  
13 there. And I want to pick up on Ms. Newton's point  
14 and really ask the question about the necessity for  
15 this waiver with the new changes that are underway  
16 with licensure.

17 DR. PFEFFER: Yes. Ivy Pfeffer, Deputy  
18 Commissioner. It's my understanding that Dr. Owoh  
19 did reach out to the district to talk to them about  
20 options. And he is not able to be with us; he's --  
21 so I don't know the details of that conversation, so  
22 -- and I'm not exactly familiar with this exact  
23 situation. Because I know that there are probably  
24 circumstances that the law and our new rules may not  
25 work for in every case. However, if we do continue



1 with the blanket waivers for extended periods of time  
2 for all positions in a district, the district does  
3 not have to even consider any of the licensure  
4 exceptions or other new ways in order to work through  
5 that process. So that's just something you might  
6 want to consider, you know, when these waivers are  
7 requested. Because in granting those waivers, if we  
8 continue to do that, it really negates the whole  
9 process that we're going through with changing the  
10 law and the rules around licensure. I think from my  
11 perspective we always want to help a district and  
12 we're going to do whatever we can to help make that  
13 possible. But if we want to change the story in  
14 Arkansas we need to change the practice. And I think  
15 continuing with blanket waivers is kind of something  
16 that we really need to think about, is that what we  
17 want to continue to do, so -- but I would pledge that  
18 whatever situations they have we would work with  
19 them, whether or not it truly was an Act 1240 need or  
20 whether it could be met by a licensure exception  
21 under our new rules.

22 CHAIRMAN BARTH: Okay. Could you -- did you get  
23 a chance to talk to Dr. Owoh?

24 SUPT. SCOTT: I spoke with him, yes. It was a  
25 couple of days ago. He -- we talked about the

1 different possibilities and I didn't think that they  
2 would help in this particular situation.

3 CHAIRMAN BARTH: Uh-huh, okay. But I guess I --  
4 and I think that Dr. Pfeffer has a -- we need to heed  
5 her warning about -- in fact, if you, you know, just  
6 open anything up it really doesn't require districts  
7 to be into -- to be creative and really get teachers  
8 on the right path, those who really want to spend  
9 time in the profession long-term, onto that right  
10 path. Because I think in this case it sounds like  
11 things -- this is an exception, a case where there  
12 probably is an interest in becoming a licensed  
13 teacher. But it does really open up a lot of  
14 potential -- not -- I won't go so far as to say  
15 abuses, but maybe not taking advantage of the  
16 opportunities that are present in the new system.

17 Any other -- Ms. Newton?

18 MS. NEWTON: Just a -- I guess it would be for  
19 Ms. Freno. I'm not sure who would answer it. Can we  
20 give a waiver just for that particular teacher or do  
21 we -- does it have to be the blanket? How can --  
22 what can we do?

23 MS. DAVIS: Hi. Jennifer Davis, Staff Attorney  
24 for the Department. Traditionally what you've done  
25 under Act 1240 is, you know, if you think that you

1           may not grant what they have presented, they can  
2           choose to limit their waiver request until such time  
3           they can maybe work with the Department or come back  
4           and bring you something else. We typically have not  
5           granted -- initiated on your own a limitation; they  
6           have to agree and suggest that. But, you know, keep  
7           in mind if, you know, you are not going to grant this  
8           waiver then they may want to consider a partial of  
9           sorts.

10           CHAIRMAN BARTH: Okay.

11           MS. ZOOK: The question I have is they listed  
12           Lisa and I think he said eSTEM too. Do those  
13           particular charters have a non -- a waiver for non-  
14           licensed educators in their core subjects? Because I  
15           know they can't get one for special ed. But do they  
16           have them -- because you don't just have to have a  
17           child in a charter; you have to have a child in a  
18           charter that has that waiver.

19           MS. DAVIS: Right. I would have to go and look  
20           and see specifically if either of those schools do  
21           have waivers for the core subjects. I know, you  
22           know, up until recently, you know, under HQT there  
23           was not a waiver for the core subjects and there's  
24           still compliance with AQT. So I would have to look  
25           specifically to see if there are any in either of

1           those core subjects. But now keep in mind those are  
2           also -- because they are generated through the  
3           charter schools there's a lot more scrutiny and they  
4           have to come back for renewal and how they use them.  
5           And it is much more -- there's much more oversight  
6           than there is under a 1240 waiver.

7           CHAIRMAN BARTH: Okay. So I think you've heard  
8           the possibility of limiting your request in a way  
9           that might be more comfortable for this board and  
10          also create more conversation between you and the  
11          Department about your bigger issue that you've  
12          articulated. I mean are y'all willing to do that  
13          limitation or do you want to maintain the request for  
14          the --

15          SUPT. SCOTT: Me and him actually talked about  
16          it on the way up here, is I said the one thing I  
17          don't like about this is I don't want it to turn into  
18          we'd just use it all the time. I don't want  
19          uncertified people in the building. I want --  
20          obviously I want everybody to be certified. I would  
21          be fine with limiting it to this one situation or  
22          case here because I do think she would greatly  
23          benefit our school district.

24          CHAIRMAN BARTH: Okay.

25          MS. ZOOK: And then you can always come back if

1           you wind up needing something after you have your  
2           conversation, was my understanding. Right? It's not  
3           like once in and that's it. So --

4           SUPT. SCOTT: Right.

5           CHAIRMAN BARTH: So, Ms. Davis, could you pop  
6           back up? Thank you.

7           So it sounds like you're willing to make that  
8           revision. That's now part of the record?

9           MS. DAVIS: Yes. So if they affirmatively state  
10          that they are limiting their request to the ALE  
11          position, even if it is for all grades, then any  
12          approval that they get will be only for ALE. And if  
13          they decided later they wanted to use it either in a  
14          core course or a non-core course they would still  
15          have to come back and request.

16          CHAIRMAN BARTH: Okay. Yeah, Ms. Chambers.

17          MS. CHAMBERS: Is it for the same period of  
18          time?

19          CHAIRMAN BARTH: Five years is the request?

20          SUPT. SCOTT: Right. Yes, sir.

21          CHAIRMAN BARTH: So I think the choice of the  
22          Board -- first off, there is no opposition, right, on  
23          this one?

24          MS. DAVIS: No.

25          CHAIRMAN BARTH: Okay. The choice of the Board

1 is to -- a motion for the original waiver request, a  
2 motion for the waiver request as self-amended -- but  
3 in either case the request is for five years.

4 SUPT. SCOTT: Can I state why I chose five  
5 years?

6 CHAIRMAN BARTH: Uh-huh.

7 SUPT. SCOTT: I did five years that way because  
8 she has aspirations of becoming a teacher; she's  
9 talked to us about the process. And the reason I  
10 chose the five years is because it would protect her  
11 in the sense it would give her enough time to make  
12 sure she passed all her tests and gets completely  
13 certified.

14 CHAIRMAN BARTH: All right. Great. I'd  
15 entertain a motion of any sort.

16 MS. NEWTON: I move that we grant the waiver for  
17 this one ALE position.

18 MS. CHAMBERS: Second.

19 CHAIRMAN BARTH: Okay. So motion on the floor,  
20 second, as self-limited by their request today.

21 Any further discussion?

22 Okay. All those in favor say "aye."

23 (UNANIMOUS CHORUS OF AYES)

24 CHAIRMAN BARTH: Opposed, same sign.

25 Okay. Congratulations and thanks for being

1 helpful in getting us to a point where I think we  
2 could all be more comfortable with this decision.

3 SUPT. SCOTT: Yes, sir. Thank y'all for  
4 allowing us to come.

5 MS. ZOOK: Sorry we took so long.

6 SUPT. SCOTT: That's fine. That's fine.

7 CHAIRMAN BARTH: That's right.

8 SUPT. SCOTT: Thank you.

9 CHAIRMAN BARTH: All right. Thank you.

10 B-1: CONSIDERATION OF THE ARKANSAS COMPUTER SCIENCE ROBOTICS  
11 LEVELS 3 AND 4 COURSES AND STANDARDS

12 CHAIRMAN BARTH: Okay. We are -- now we're to  
13 the afternoon action agenda, Agenda B. And our first  
14 up is the Computer Science Robotics Levels 3 and 4  
15 Courses and Standards. I'll turn it over to Mr.  
16 Owen. And we'll deal with this and then move to your  
17 report.

18 MR. OWEN: Thank you, Dr. Barth. Thank you,  
19 Board. Anthony Owen, State Director of Computer  
20 Science Education. With your board packet we  
21 submitted appendices for Robotics Level 3 and Level  
22 4. We brought together a small committee that wrote  
23 these appendix statements at no cost to the state; we  
24 used online resources and did these from a distance.  
25 Obviously this is just a continuation of the Level 1

1 and Level 2 appendices for robotics. We had a lot of  
2 schools that offered Robotics 1 and 2 for the first  
3 year and were asking what they were supposed to do  
4 for year-two. So this is just meeting the needs of  
5 our schools in our state as they are implementing  
6 more options for our students.

7 (COURT REPORTER'S NOTE: Board Member Brett  
8 Williamson left the meeting at 1:25 p.m.)

9 CHAIRMAN BARTH: All right. I'll start over  
10 here. Anyone on this side have questions about this  
11 proposal as laid out in the documents? Ms. Reith or  
12 Ms. Zook, either of you?

13 Okay. I would entertain a motion on this  
14 request for approval of these courses and standards.

15 MS. NEWTON: I move to approve.

16 CHAIRMAN BARTH: All right. Motion by Ms.  
17 Newton.

18 DR. HILL: Second.

19 CHAIRMAN BARTH: Second by Dr. Hill.

20 All in favor say "aye."

21 (UNANIMOUS CHORUS OF AYES)

22 CHAIRMAN BARTH: Opposed, same sign.

23 All right. And now we'll transition to your  
24 report.

25 (OFF THE RECORD - 1:26 P.M.)



1 (BACK ON THE RECORD - 1:40 P.M.)

2 B-2: REQUEST FOR REINSTATEMENT OF SUCCEED SCHOLARSHIP

3 CHAIRMAN BARTH: We are now down to item 2 and  
4 this is a request for Succeed Scholarship  
5 Reinstatements. We have two cases today. And so I  
6 will turn it over to Ms. Salas-Ford to walk us  
7 through our procedures.

8 MS. SALAS-FORD: Good afternoon, Board Members.  
9 Courtney Salas-Ford for the Department. Yes, before  
10 you we have two requests to transfer the Succeed  
11 Scholarship, similar to what we saw a few months ago.  
12 In both of these cases the student is at an improved  
13 school but has reached the maximum grade level for  
14 that school.

15 a) GONZALEZ FAMILY

16 MS. SALAS-FORD: And so one -- the first one for  
17 the Gonzalez family, they are requesting a transfer  
18 to a high school from the currently approved junior  
19 high that they are at. Ms. Gonzalez is here if you  
20 have any questions. And with that, I'll leave it to  
21 you.

22 CHAIRMAN BARTH: Okay. And so just in terms of  
23 procedures here, is it really just to -- there's no  
24 overt testimony or should we --

25 MS. SALAS-FORD: No, there is no testimony

1 required. Again it's just something that was put in  
2 the rules that in order to transfer schools that the  
3 State Board had to approve it. And just for future  
4 reference that's -- I don't think something that was  
5 contemplated was aging out of a school and moving to  
6 a new one. And so as we look at revising those rules  
7 we're going to look at maybe a more efficient way of  
8 doing that versus having the family have to come  
9 before you.

10 CHAIRMAN BARTH: Okay. So no need to swear  
11 anyone?

12 MS. SALAS-FORD: No.

13 CHAIRMAN BARTH: Okay. All right. Okay. And  
14 so we have for the Gonzalez family first; right?

15 MS. SALAS-FORD: Yes.

16 CHAIRMAN BARTH: If you would like to come  
17 forward and state your name just in case members of  
18 the Board do have questions for you.

19 MS. GONZALEZ: Jenny Gonzalez.

20 CHAIRMAN BARTH: Great. Thank you, Ms.  
21 Gonzalez. Thanks for being here.

22 I will start with Ms. Reith, do you have any  
23 questions about this request? Ms. Dean? Ms. Zook?

24 MS. ZOOK: It would be unusual for a child with  
25 an IEP to already have had their IEP conference

1           projecting for next year. Is there some reason that  
2           they've already had your conference for you?

3           MS. GONZALEZ: I'm not sure with that.

4           MS. ZOOK: Well, if you have a child to benefit  
5           from the Succeed Scholarship they need to have an  
6           IEP. And every -- your child obviously has one, but  
7           at the end of each year you have an IEP conference  
8           where the decision is made what service they need, if  
9           they need to continue service, if they -- the new  
10          testing has taken them out of that. So it's April,  
11          and April is unusually early for an IEP conference to  
12          have been held already, knowing that the child will  
13          still need service. And you're going to a school  
14          that's a great school but is not known for their  
15          special ed. service.

16          MS. SALAS-FORD: Ms. Zook, if you'll recall  
17          under the Succeed Scholarship they have to have had  
18          an IEP when they were in public school. But now that  
19          they are in a private school the requirements of IDEA  
20          no longer apply, so an annual conference is not  
21          required. I'm not saying that they didn't have one,  
22          but it's not required by the private school to have a  
23          conference for the upcoming year.

24          CHAIRMAN BARTH: Okay.

25          MS. ZOOK: That's my only question.

1 CHAIRMAN BARTH: Okay. Ms. Chambers? Okay.

2 Ms. Cochran, anything?

3 All right. So you see the request before us,  
4 and I will leave it to the Board.

5 MS. CHAMBERS: I move that we approve a  
6 reinstatement of the student's scholarship.

7 MS. DEAN: Second.

8 CHAIRMAN BARTH: Okay. Motion by Ms. Chambers,  
9 second by Ms. Dean.

10 All those in favor say "aye."

11 (MAJORITY CHORUS OF AYES)

12 CHAIRMAN BARTH: Any opposed?

13 MS. ZOOK: Aye.

14 CHAIRMAN BARTH: Note for the record that Ms.  
15 Zook opposes the motion.

16 Congratulations. Good luck with the school year  
17 ahead.

18 b) HERNANDEZ FAMILY

19 CHAIRMAN BARTH: And we now move to the  
20 Hernandez family.

21 MS. SALAS-FORD: Yes. And Mrs. Hernandez is on  
22 the phone -- is that correct, Kelicia?

23 MS. HOLLIS: Yes.

24 MS. SALAS-FORD: -- if anyone has any questions.

25 CHAIRMAN BARTH: Welcome, Ms. Hernandez.

1 MS. HERNANDEZ: Hi.

2 CHAIRMAN BARTH: Thank you. Thanks for joining  
3 us today.

4 I will start over here. Ms. Cochran, anything?  
5 Okay. Ms. Newton? Anyone else on this side?

6 Ms. Zook, do you have a question here?

7 (INAUDIBLE SOUND FROM THE CONFERENCE PHONE)

8 CHAIRMAN BARTH: Excuse me?

9 All right. We're just seeing if there are  
10 questions from the Board.

11 I'm not seeing any questions from the Board and  
12 so I will entertain a motion on this case.

13 MS. DEAN: I move to approve the reinstatement.

14 CHAIRMAN BARTH: All right. Motion by Ms. Dean.

15 MS. CHAMBERS: Second.

16 CHAIRMAN BARTH: Second by Ms. Chambers.

17 All those in favor say "aye."

18 (MAJORITY CHORUS OF AYES)

19 CHAIRMAN BARTH: Okay. Is there opposition?

20 Ms. Zook, do you -- opposed or not?

21 MS. ZOOK: I still can't pull it up on here.

22 CHAIRMAN BARTH: Okay.

23 MS. ZOOK: So I don't know what school they were  
24 going to.

25 CHAIRMAN BARTH: We're having some internet

1 issues.

2 So why don't we start over with a motion as I  
3 want everybody to have access to the case.

4 MS. ZOOK: Well, if Ms. Salas-Ford can just tell  
5 me what school they're going to --

6 MS. SALAS-FORD: She's -- he's going to Trinity  
7 Junior High in Fort Smith.

8 MS. ZOOK: Okay.

9 CHAIRMAN BARTH: Okay.

10 MS. ZOOK: That's all I wanted to know.

11 CHAIRMAN BARTH: Okay. Okay. Then we have a  
12 motion from Ms. Dean, second from Ms. Chambers.

13 All those in favor say "aye."

14 (MAJORITY CHORUS OF AYES)

15 CHAIRMAN BARTH: Opposed same sign.

16 MS. ZOOK: Aye.

17 CHAIRMAN BARTH: Okay. A no vote for Ms. Zook.

18 Okay. Again, thank you for joining us, Ms.

19 Hernandez, and congratulations.

20 MS. HERNANDEZ: Thank you.

21 CHAIRMAN BARTH: All right. Thank you.

22 B-3: CONSIDERATION FOR FINAL APPROVAL: ADE RULES GOVERNING  
23 HOME SCHOOLS

24 CHAIRMAN BARTH: Okay. The next item up is also

25 Ms. Salas-Ford and these are the Final Approval

1           Consideration on the ADE Rules Governing Home  
2           Schools.

3           MS. SALAS-FORD: Yes, Board. The ADE Rules  
4           Governing Home Schools were approved on December 14,  
5           2017. A few public comments were received, both in  
6           writing and during the public comment hearing, and  
7           that's indicated on the sheet in your packet. Some  
8           changes, minor changes were made. That did not  
9           result in substantive changes. And so we are  
10          requesting final approval of these rules pending ALC  
11          review and approval.

12          CHAIRMAN BARTH: Okay. I'll start here. Mr.  
13          Black, any questions?

14          MR. BLACK: I think I'm okay.

15          CHAIRMAN BARTH: All right. Ms. Chambers? Dr.  
16          Hill? Ms. Newton? Ms. Cochran? Ms. Zook?

17          MS. ZOOK: I've had several people ask me and it  
18          seemed unclear -- probably was clear but it just  
19          seemed unclear. It's still the parent has to provide  
20          the education; it's not I chose to home school and  
21          then eight or ten of us send the child out to a  
22          different building to get math and another one for  
23          science. Has that -- was that rule changed in the  
24          legislature at any point where they no longer had to  
25          be given the home school by the parent?

1 MS. SALAS-FORD: The language of the statute has  
2 not changed and the word that it actually uses is  
3 that the parent must provide the education.

4 MS. ZOOK: Right.

5 MS. SALAS-FORD: And so there has been, you  
6 know, liberal interpretation of that to mean that if  
7 a parent chooses to have someone else provide or  
8 actually be providing the instruction then that  
9 parent is still arranging for education to be  
10 provided to their student. And so that is allowed  
11 under the law.

12 MS. ZOOK: Has it been challenged?

13 MS. SALAS-FORD: Not to my knowledge, not in our  
14 state.

15 MS. ZOOK: Okay. Because I know in the areas  
16 where I live and know more about they -- there's like  
17 15 kids go to a site and they are home school kids  
18 under this law but the parents are not literally  
19 providing the instruction.

20 MS. SALAS-FORD: Yeah. I think that's not  
21 uncommon even in the Little Rock area that there are  
22 large consortiums and groups of parents that get  
23 together and have education provided to their  
24 students in a group.

25 CHAIRMAN BARTH: Okay. Ms. Dean? Ms. Reith?



1                   Okay.

2                   MS. ZOOK: Can we go back and ask for  
3 clarification for the Legislature to define  
4 "provide?"

5                   MS. SALAS-FORD: Commissioner?

6                   COMMISSIONER KEY: I guess we can ask. I mean  
7 --

8                   MS. ZOOK: But I mean is there a way when it's  
9 -- we were talking last night a lot about measurable  
10 terms and terms that have broad meanings and one  
11 meaning to one person and one meaning to another. It  
12 would just seem if we're going to put out rules for  
13 schools that we need to be able to tell them what  
14 does "provide" mean.

15                  COMMISSIONER KEY: Yeah. I don't think I have a  
16 good answer for that right now.

17                  CHAIRMAN BARTH: Well, I'll give it a shot. I  
18 mean if it's not a clear definition can a definition  
19 be provided in the rules?

20                  MS. SALAS-FORD: Yeah, we could add a definition  
21 to the rules and then if the Legislature found it  
22 inconsistent with their intent they could certainly  
23 make amendments to that.

24                  MS. ZOOK: So is this the time to do that or is  
25 the time passed to do that?

1 MS. SALAS-FORD: If you vote not to give it  
2 final approval, then we would, of course, have to  
3 look at making any changes. Any additions that are  
4 made, we would have to send back to the Governor's  
5 office. So it's not too late, unless you vote that  
6 it is finally approved and then it will proceed as-  
7 is.

8 COMMISSIONER KEY: And any change would have to  
9 start a new --

10 MS. SALAS-FORD: Yes, we would have to --

11 COMMISSIONER KEY: -- revision process.

12 MS. SALAS-FORD: -- take it back to the  
13 Governor's office and then back out for public  
14 comment again.

15 MS. ZOOK: But we really aren't under any time  
16 constraints at this point because the way it's being  
17 done it will continue to be done until it is changed?

18 COMMISSIONER KEY: Stacy, I saw you stand up, so  
19 you might have an opinion on that.

20 MS. SMITH: Stacy Smith, Learning Services. So  
21 when parents fill out the Notice of Intent in the  
22 waiver form they're waiving their -- they're waiving  
23 the state's responsibility for the education of their  
24 child. And within their statement they're signing  
25 that they're responsible for the education of their

1 child. When parents have submitted that Notice of  
2 Intent in the past on that application there were  
3 places on there for the parent to state their  
4 curriculum; there was places on there for the parent  
5 to state what they were going to use, what they were  
6 going to teach to the students. But even in this  
7 past session when looking at the Notice of Intent  
8 form it was felt that we were asking questions on the  
9 applications that we didn't necessarily I guess maybe  
10 have the right to ask. I mean I don't know if that's  
11 the way to say it. And so a lot of those questions  
12 were removed, that the parent basically in the law is  
13 notifying the school district that they're taking the  
14 responsibility for the education of their child. In  
15 the new pieces of legislation where a parent is able  
16 to work with a school district for that student to  
17 attend a period for education, that's between the  
18 parent and that school district. And the school  
19 district doesn't have to, but they can work with that  
20 parent to allow them to come in and participate in  
21 the school and the education that they're providing.

22 So the "provide" part, this is not a new as far  
23 as -- I'm aware of many, many applications since I've  
24 been here in which it wasn't the parent who was the  
25 one providing the education. You have many home

1 school groups in the state that work together, work  
2 collaboratively. You've got many home school parents  
3 in the state who take advantage of digital online  
4 learning in which there are also certified teachers  
5 or programs. So I don't think it's anything new or  
6 different with this piece of legislation, but I don't  
7 know if I'm helping or --

8 MS. ZOOK: I think initially though we were --  
9 the children were still required to take a test,  
10 which now they're no longer required to. And now  
11 they can go in and participate in extracurricular  
12 activities which originally they couldn't do. So we  
13 have no way of knowing if that child has the grade  
14 point so-to-speak to participate in that  
15 extracurricular activity that we were -- so we're  
16 putting more of a burden on our traditional and  
17 charter public school students than we are on the  
18 requirements of our home school students, and --

19 MS. SMITH: Yeah, you said it exactly, "we're  
20 putting," because we have the responsibility for the  
21 students in our public school education system --

22 MS. ZOOK: Right.

23 MS. SMITH: -- at our charter schools, because  
24 they are public schools, and our traditional public  
25 schools.

1 MS. ZOOK: Right.

2 MS. SMITH: A parent who turns in a Notice of  
3 Intent is notifying the state of their intent to  
4 educate their child and that they are taking the  
5 responsibility for that.

6 CHAIRMAN BARTH: They can rescind that  
7 responsibility at any moment.

8 MS. SMITH: And their child can enroll back in  
9 the public school system.

10 MS. ZOOK: And they can --

11 MS. SMITH: Yes.

12 MS. ZOOK: -- come in and the school is obliged  
13 to let them participate in extracurricular. So it's  
14 sort of like --

15 MS. SMITH: They're not required -- that's an  
16 agreement between the school district and the home  
17 school parent for the extracurricular and if they  
18 wanted to come and take individual classes at the  
19 school.

20 MS. ZOOK: Right. And then some districts, like  
21 Mena, have had home school parents come to them and  
22 say, "Well, if you'll do this and this, then" -- you  
23 know, so I guess I just would like all children to  
24 have an opportunity and all parents to have a choice;  
25 but at the same time I don't want to make the playing

1 field different for different kids because of the  
2 parent's choice. So that doesn't make me right;  
3 that's just what I think.

4 CHAIRMAN BARTH: And when a student comes back  
5 from home -- a home school situation into public  
6 schools, what kind of questions can the public school  
7 ask them about the curriculum that had been carried  
8 out during the period when the student was being  
9 home-schooled?

10 MS. SMITH: So when the student comes back, it's  
11 not so much about the curriculum; it's about the  
12 placement of that student, and the school's  
13 responsibility is to place that student in the  
14 reasonable grade for that student. Parents are  
15 responsible for providing evidence of learning for  
16 their child, including transcripts, that the parent  
17 can -- portfolios. And that's part of the new  
18 legislation pieces or pieces of responsibility that  
19 the parent has to provide to the school. The school  
20 also had the ability to assess that student, to place  
21 that student at the most appropriate grade. But  
22 they're encouraged to accept the information that  
23 schools -- that parents provide, but they have the  
24 ability to assess students and place them. And they  
25 have the ability for -- when you get into high school

1 credits to determine what credits they're going to  
2 give those students.

3 CHAIRMAN BARTH: Okay. Thanks.

4 Ms. Newton.

5 MS. NEWTON: Just a comment. Just past teaching  
6 experience, you know, I've had students that the  
7 parents choose to home school and I think "oh, no,"  
8 you know. But that's the parent's choice and once  
9 they take that responsibility then I think, you know,  
10 sometimes they are doing what's right for the child.  
11 You know, they know what's best for their particular  
12 child and they have that choice of choosing do I want  
13 to do it completely at home, do I want to do it by  
14 computer, do I want to do it with another group.  
15 That's that parent's right to choose whichever method  
16 that they have and I think that's -- to me that's why  
17 that word "provide" is there and it's general because  
18 that still leaves the parent choice of how do you  
19 want to home school your child.

20 MS. SMITH: And I think this is seldom, but  
21 there are times that you would see educational  
22 neglect from a parent and there are avenues to  
23 address that through our Department of Human  
24 Services, and that is something that is investigated  
25 if there is a finding.

1 MS. ZOOK: They don't typically investigate  
2 those cases. They are supposed to by law, but they  
3 typically do not. We've got a lot of that going on  
4 up in our area. I'm more familiar with that because  
5 of my CASA work than I am my State Board work. But I  
6 guess that's the frustration that I deal with.

7 MR. BLACK: Just curious, what is the percentage  
8 of students in the state that are home schooled?

9 MS. SMITH: I want to say we've got about  
10 30,000.

11 Does that sound about right?

12 CHAIRMAN BARTH: So that would be --

13 COMMISSIONER KEY: I think it's -- I don't think  
14 it's quite that many. I think it's --

15 MS. SMITH: It's in the high --

16 COMMISSIONER KEY: It would be the first -- the  
17 second or third largest school district if they were  
18 all -- so I think it's somewhere around 20. Because  
19 the latest figures, Mr. Black, they -- if all the  
20 home school kids were a school district they'd be the  
21 second or third largest school district in the state.  
22 So I think it's around that 19,000 to 20,000 mark.

23 CHAIRMAN BARTH: So that would be about 3%,  
24 something like that, -ish?

25 COMMISSIONER KEY: -ish. Yeah.



1 CHAIRMAN BARTH: Okay. I think Ms. -- Ms. Dean.

2 MS. DEAN: I just want to reiterate the point  
3 that Ms. Smith and Ms. Newton said. This goes back  
4 to parents have the right to educate their child in  
5 the way that they choose to educate their children.  
6 And when they sign that intent to home school form  
7 they are relinquishing or taking away the  
8 responsibility from the state to be responsibility  
9 for their education. They take on the complete  
10 responsibility, and that means if they choose to home  
11 school them or they choose to pay someone to home  
12 school them or they choose to join a home school  
13 group or they take advantage of video or whatever  
14 it's the parent's responsibility and it's their  
15 right.

16 MS. ZOOK: Right. No, I understand all that and  
17 I'm all about choice. My question is has that been  
18 challenged. If a kid came back and said, "I didn't  
19 get a good education, I don't know how -- I can't get  
20 into college, I can't get into the military," has it  
21 been challenged by a student to say their parents  
22 signed away something and now they are not able to  
23 do? I guess that's my concern, just like with the  
24 kids who have -- are handicapped. You know, I know  
25 -- I get it; I'm all about choice. But I get

1 concerned when it gets watered down and spread out.  
2 And I realize that it's based on my personal  
3 experience with children who are -- parents sign up  
4 for home school but they don't do it, the kids aren't  
5 in school, there's no records kept, there's no  
6 testing done. And I see groups of children who  
7 likely will become dependent on someone else to take  
8 care of them the rest of their life because they're  
9 just -- you know, they were neglected at the time  
10 they were young.

11 So, no, I'm with you and Ms. Newton about choice  
12 and parents making good decisions and kids  
13 benefitting from that. I just am frustrated about  
14 the way it is done in probably a minority of the  
15 instances.

16 MS. DEAN: Very small minority.

17 MS. ZOOK: Yeah. But --

18 MS. DEAN: Because --

19 MS. ZOOK: Yeah.

20 MS. DEAN: -- if you look at the testing -- you  
21 said testing was taken away. If you look at the 25-  
22 plus years of testing that home school students did  
23 in comparison to public and regular students, they  
24 always tested a little bit better --

25 MS. ZOOK: Yeah.

1 MS. DEAN: -- consistently.

2 MS. ZOOK: Right.

3 MS. DEAN: There's so many honor students,  
4 there's the Governor's distinguished honor students  
5 that come out of home school. So it's a system that  
6 works and it's a system that is a choice, once again.

7 But we're going to get back to what the point  
8 is: as members on the State Board of Education we are  
9 walking outside of our realm, because once they sign  
10 that intent to home school form it's out of our hands  
11 and I think that's what we need to really focus on at  
12 this point. Because there are so many students that  
13 fall through the cracks, so many more students that  
14 fall through the cracks in public schools and other  
15 situations. But I think we're getting away from the  
16 point that once they sign the intent to home school  
17 that's their responsibility to provide. And as long  
18 as it's provided -- and if it doesn't, as she said,  
19 as Ms. Smith said, there are avenues for that, which  
20 is not under our purview.

21 So when you are ready I'm ready for a motion.

22 CHAIRMAN BARTH: Well, I'm going to -- I'm going  
23 to just counter a little bit. I mean I agree with  
24 you on the front-end, but I do think what makes this  
25 case a -- this situation a little bit different is

1           that that right can be pulled back at any point and  
2           the responsibility of the state to provide an  
3           adequate public education kicks back in. And I think  
4           that's what does present a responsibility to us as  
5           the State Board to be sure that we are putting  
6           guardrails in place so that when students may come  
7           back --

8           MS. DEAN: Uh-huh.

9           CHAIRMAN BARTH: -- that they are prepared to  
10          acquire that adequate public education.

11          MS. DEAN: Right. And --

12          CHAIRMAN BARTH: So that's why I do think we do  
13          maintain a responsibility for oversight in this area,  
14          because of the fact that it's not necessarily a  
15          permanent change in status.

16          MS. DEAN: Absolutely. I experienced that  
17          myself. I home schooled my children for 10 years and  
18          then put them into the public school system. But as  
19          Ms. Smith said, that's why there are -- I think there  
20          are some new rules written in about parents keeping  
21          records, having a portfolio, so that when they do  
22          return it makes it that much easier for the district  
23          to place them where they need to be placed. So as I  
24          said before, I think that's all been taken care of.  
25          I know that the Department has worked very hard on

1 getting these rules to a good place, so I appreciate  
2 the work that they've put into them.

3 MS. ZOOK: I just wanted "provide" defined.

4 COMMISSIONER KEY: Well --

5 MS. ZOOK: I don't want to take away rights; I  
6 just wanted "provide" defined.

7 COMMISSIONER KEY: Well, I would caution -- and  
8 sitting here thinking about that, when you define the  
9 word "provide" then you may create more of a risk of  
10 litigation because you have a debatable point at that  
11 time. And my lawyers can help me with that. We've  
12 talked about not in this context but in other  
13 contexts before of should we pursue a clear  
14 definition; because although it becomes something in  
15 statute or in rule then you have something that  
16 creates a point of judicial review. And with it not  
17 being defined then -- I don't know. I believe  
18 there's a legal concept behind that. Courtney, I  
19 know that you could probably explain it better than I  
20 can.

21 MS. SALAS-FORD: Oh, I don't know about that.  
22 But, yeah -- and I can't think of the legal theory  
23 behind it either. But, yeah, any time -- especially  
24 because we would be going beyond the statutory  
25 language. They chose not to define it in statute,

1 and so if we were to do so it would be a point that  
2 could be brought up in litigation, because whatever  
3 definition we might assign to it there's going to be  
4 a thousand people that disagree with that. And so it  
5 would just be one more thing that parents might have  
6 to then defend themselves, and I don't think that's a  
7 situation that the Legislature or the Department  
8 would want to create.

9 CHAIRMAN BARTH: Okay. All right. Ms. Dean,  
10 would you like to make your motion?

11 MS. DEAN: Yes. I'd like to move to approve the  
12 rules concerning -- governing home schools.

13 CHAIRMAN BARTH: For final approval?

14 MS. DEAN: For final approval, yes.

15 MS. NEWTON: Second.

16 CHAIRMAN BARTH: All right. All right. Motion  
17 by Ms. Dean, second by Ms. Newton.

18 All those in favor say "aye."

19 (MAJORITY CHORUS OF AYES)

20 CHAIRMAN BARTH: Opposed?

21 MS. ZOOK: No.

22 CHAIRMAN BARTH: All right. Ms. Zook votes no.  
23 Okay. All right.

24 B-4: CONSIDERATION FOR PUBLIC COMMENT: PROPOSED RULES

25 GOVERNING THE ARKANSAS EDUCATIONAL SUPPORT AND ACCOUNTABILITY

1 ACT AND REPEAL OF RULES GOVERNING THE MONITORING OF ARKANSAS  
2 COMPREHENSIVE SCHOOL IMPROVEMENT PLANS (ACSIP), RULES GOVERNING  
3 ACCESS TO PUBLIC SCHOOL INFORMATION ON ACSIP, RULES GOVERNING  
4 THE ACADEMIC DISTRESS PROGRAM, AND RULES GOVERNING THE  
5 ASSESSMENT SCORES FOR STUDENTS ATTENDING THE ARKANSAS SCHOOL  
6 FOR MATHEMATICS, SCIENCES AND THE ARTS OF THE UNIVERSITY OF  
7 ARKANSAS

8 CHAIRMAN BARTH: Then we move next to item 4 for  
9 the afternoon and this is Act 930. So, Ms. Salas-  
10 Ford.

11 MS. SALAS-FORD: Me again. Yes. So as you all  
12 know, we spent some time last night going over this.  
13 These are the rules governing the Arkansas  
14 Educational Support and Accountability Act, otherwise  
15 known as Act 930. This replaces our previous  
16 accountability system, commonly referred to as  
17 ACTAAP. And so we're asking to release these rules  
18 for public comment, and in conjunction the repeal of  
19 four existing rules and those are the rules governing  
20 the monitoring of Arkansas Comprehensive School  
21 Improvement Plans, so ACSIP plans; rules governing  
22 access to public school information on ACSIP plans;  
23 rules governing ACTAAP and the academic distress  
24 program; and the rules governing assessment scores  
25 for students attending the Arkansas School for Math,

1 Science and the Arts.

2 And in case anyone is, you know, concerned about  
3 repeal of those, applicable portions were included in  
4 the new Act 930 rule, so it's not like all that is  
5 just going away. But as opposed to having four  
6 separate rules we were able to take relevant sections  
7 and include them in the Act 930 rules, which, as you  
8 know, address, you know, the new accountability  
9 system, as well as standards, statewide student  
10 assessment system, student focused learning,  
11 equitable education -- equitable access to educators,  
12 and the new levels of support being provided by the  
13 Department.

14 So we are asking to release these for public  
15 comment and I'm available for any questions.

16 CHAIRMAN BARTH: And I see Ms. Coffman is also  
17 available if there's questions --

18 MS. SALAS-FORD: Yes.

19 CHAIRMAN BARTH: -- about substance. Okay.  
20 Something we have heard a lot about. But I would --  
21 are there any other questions over here? Okay.  
22 Questions over here? Okay.

23 Then I would entertain a motion for these rules  
24 to be released for public comment.

25 MS. ZOOK: So moved.



1 MS. CHAMBERS: Second.

2 CHAIRMAN BARTH: All right. Motion by Ms. Zook,  
3 second by Ms. Chambers.

4 All in favor say "aye."

5 (UNANIMOUS CHORUS OF AYES)

6 CHAIRMAN BARTH: Opposed, same sign.

7 I would also remind my fellow board members that  
8 we -- please send your emails, if you have public  
9 comment, in.

10 And do we -- these are bigger rules than many.  
11 Do we anticipate what -- what forum do we expect, a  
12 public meeting?

13 MS. SALAS-FORD: Yes. We will be having -- now  
14 that you've given approval, we have a public comment  
15 hearing scheduled for April 19th at the Department.  
16 And then, of course, the public has 30 days to submit  
17 any written comments and they can do that at any  
18 time. But the public comment hearing is on April  
19 19th.

20 CHAIRMAN BARTH: Great. Thank you.

21 MS. SALAS-FORD: All right. Thank you.

22 B-5: CONSIDERATION FOR PUBLIC COMMENT: PROPOSED RULES  
23 GOVERNING THE STANDARDS FOR ACCREDITATION OF PUBLIC SCHOOLS AND  
24 SCHOOL DISTRICTS

25 CHAIRMAN BARTH: Okay. And then next up is

1 Standards for Accreditation, Ms. Davis with that  
2 rule.

3 MS. DAVIS: Jennifer Davis, Staff Attorney for  
4 the Department. So the rules that you have, we did  
5 cover these last night; it's the Standards for  
6 Accreditation. This is -- we are asking that you  
7 open them up for public comment. So they will go out  
8 and they will also be held, if you approve, on the  
9 19th as well; so that will be a big public comment  
10 day. But we do ask that you approve these for public  
11 comment. We talked about them in-depth last night.  
12 If you have any questions, I'll be glad to answer  
13 them. And I know that Ms. Coffman is also available  
14 if you have anything else from last night.

15 CHAIRMAN BARTH: Okay. Any -- Ms. Reith? Ms.  
16 Dean? Ms. Zook, do you have anything?

17 MS. ZOOK: No.

18 CHAIRMAN BARTH: Okay. Mr. Black? Ms.  
19 Chambers?

20 All right. Okay. We appear ready to go on  
21 this. I would entertain a motion.

22 MS. NEWTON: Move to release for public comment.

23 CHAIRMAN BARTH: Okay. Motion by Ms. Newton.

24 DR. HILL: Second.

25 CHAIRMAN BARTH: Second by Dr. Hill.

1 All those in favor say "aye."

2 (UNANIMOUS CHORUS OF AYES)

3 CHAIRMAN BARTH: Opposed, same sign.

4 And again I encourage people's public comments,  
5 either in person that day or via email.

6 B-6: CONSIDERATION FOR PUBLIC COMMENT: REPEAL OF RULES

7 GOVERNING MANDATORY ATTENDANCE FOR STUDENTS IN GRADES 9-12

8 MS. DAVIS: Okay. The next set of rules that  
9 you have are a repeal of the Mandatory Attendance  
10 rules. Is that where we're at? Yes, Mandatory  
11 Attendance rules. These rules are no longer  
12 necessary as a result of legislation from 2017 that  
13 was repealed. There was one small part regarding the  
14 six-hour day that we moved into the Standards for  
15 Accreditation; it's also in law, but -- so these  
16 rules are no longer necessary. So we ask that you  
17 approve these for public comment as well.

18 CHAIRMAN BARTH: Okay. Any questions?

19 All right. Ms. Newton.

20 MS. NEWTON: We've given several 1240 waivers  
21 along in this area. Does that mean that those  
22 waivers go away or -- and there's no longer any need  
23 for those anymore or --

24 MS. DAVIS: No. I mean, so there will not be a  
25 need for the waivers for actually the Mandatory

1 Attendance. This was for students in grades 9 to 12,  
2 because there's so much flexibility now and with that  
3 law repealed about where students can be. The law  
4 does still require a six-hour day in order for like a  
5 full instructional day or a three-hour for students  
6 to be -- to be counted towards their 178. So that  
7 may be something that people look at. But for these  
8 students, no.

9 MS. NEWTON: Okay.

10 MS. DAVIS: We should not really expect any  
11 waivers. And I know for -- since this law has gone  
12 into effect we have been advising people that that  
13 law is not necessary.

14 MS. NEWTON: Okay. Thank you.

15 CHAIRMAN BARTH: Okay. Any additional  
16 questions?

17 Okay. I would entertain a motion on this public  
18 comment release.

19 MS. NEWTON: Move to release for public comment.

20 MS. REITH: Second.

21 CHAIRMAN BARTH: Motion by Ms. Newton, second by  
22 Ms. Reith.

23 All those in favor say "aye."

24 (UNANIMOUS CHORUS OF AYES)

25 CHAIRMAN BARTH: Opposed, same sign.

1 B-7: CONSIDERATION FOR PUBLIC COMMENT: PROPOSED RULES  
2 GOVERNING CLASS SIZE AND TEACHING LOAD

3 CHAIRMAN BARTH: Ms. Davis.

4 MS. DAVIS: Okay. So the last rules that I have  
5 are the Class Size and Teaching Load.

6 Now these rules are part of that class size that  
7 was originally in the Standards for Accreditation  
8 that we pulled out into new rules along with some  
9 additional information regarding the additional  
10 compensation for those teachers in grades 5-12. So  
11 these rules are kind of like an accompaniment to the  
12 Standards for Accreditation, so we do ask that you  
13 release those for public comment as well. And if you  
14 have any questions I'll be glad to answer those.

15 CHAIRMAN BARTH: Okay. Ms. Reith? Ms. Dean?  
16 Ms. Zook, anything?

17 MS. ZOOK: No, sorry.

18 CHAIRMAN BARTH: Okay. Any questions -- Ms.  
19 Newton?

20 MS. NEWTON: We had a discussion last night if  
21 there were going to be some standards that when we  
22 got 1240 waivers we could do and there would be some  
23 that we could not. And we have waived this Class  
24 Size in the past on 1240s. Is this going to be --  
25 which way does this one fall?

1 MS. DAVIS: This is not required by law, Class  
2 Size, and that is something that we have set purely  
3 either in our standards or in rule. So if that comes  
4 up then you could waive it, should you want to.

5 MS. NEWTON: Okay.

6 CHAIRMAN BARTH: Okay. Ms. Dean?

7 MS. DEAN: I move to release to public comment.

8 MS. CHAMBERS: Second.

9 CHAIRMAN BARTH: Motion by Ms. Dean, second by  
10 Ms. Chambers.

11 All in favor say "aye."

12 (UNANIMOUS CHORUS OF AYES)

13 CHAIRMAN BARTH: Opposed, same sign.

14 All right. Thank you, Ms. Davis.

15 MS. DAVIS: Thank you.

16 MS. ZOOK: Is that also on April 19th?

17 MS. DAVIS: Yes. It will be a very large public  
18 -- quite interesting public comment hearing.

19 CHAIRMAN BARTH: Okay. What time does that  
20 start, do we know?

21 MS. DAVIS: 1:30.

22 CHAIRMAN BARTH: 1:30, okay. Thank you.

23 B-8: CONSIDERATION FOR PUBLIC COMMENT: PROPOSED RULES  
24 GOVERNING PARENTAL INVOLVEMENT PLANS AND FAMILY AND COMMUNITY  
25 ENGAGEMENT

1                   CHAIRMAN BARTH: Okay. We are next up to the  
2 Rules Governing Parental Involvement Plans and I'll  
3 turn it over to Ms. Dedman. Oh, Ms. Salas-Ford.

4                   MS. SALAS-FORD: Yes. Ms. Dedman was  
5 unavailable to be here today, so Courtney Salas-Ford  
6 for the Department. And these are the Rules  
7 Governing Parental Involvement Plans and Family and  
8 Community Engagement. The State Board approved them  
9 for public comment. Public comments were received  
10 and only minor changes made, and so we are now asking  
11 for final -- I'm sorry; I'm looking at the wrong  
12 item. I apologize. Jennifer will question having me  
13 cover for her.

14                   These are -- we're requesting that these go out  
15 for public comment. So, yes, changes were made to  
16 comply with Act 936 of 2017, as well as Arkansas'  
17 ESSA plan. And so we're requesting public comment  
18 release on these rules.

19                   CHAIRMAN BARTH: Okay. All right. Any  
20 questions?

21                   MS. ZOOK: Is this in keeping with what they're  
22 doing?

23                   CHAIRMAN BARTH: I was actually -- you read my  
24 mind, Ms. Zook.

25                   MS. ZOOK: Okay. Sorry.

1                   CHAIRMAN BARTH: I wanted -- I was going to ask  
2                   for particular input from our friends with Family and  
3                   Parental Engagement on this rule.

4                   MS. DEAN: As we talked about last night, we are  
5                   in the throes of creating standards for this. We  
6                   just had a great meeting yesterday with our  
7                   leadership section of our coalition. We have another  
8                   one that's going on today; right? And then we have  
9                   two more next week. So I'm sure as those standards  
10                  are created that they will at some point be  
11                  incorporated into this.

12                 CHAIRMAN BARTH: Okay.

13                 MS. DEAN: But things are coming along smoothly.

14                 CHAIRMAN BARTH: Okay. Ms. Reith, anything to  
15                 add?

16                 MS. REITH: No, I'm afraid I'm having some  
17                 internet troubles. I did want to review the draft  
18                 one more time before responding fully to your  
19                 question, but it doesn't seem to want to open for me,  
20                 so -- but the Department I know and feel confident,  
21                 as Ms. Dean said, the focus now is the standards but  
22                 --

23                 (COURT REPORTER'S NOTE: Ms. Salas-Ford hands a  
24                 copy of the rule to Ms. Reith.)

25                 MS. REITH: Thank you. But this should more



1           than anything compliment and give some rules and  
2           guidance to districts around that NTF. So, but if  
3           it's helpful to know we have not gone over these in  
4           the taskforce per se. And one of the things I'm  
5           making mental note of through this process is that we  
6           should take the opportunity to do so in our next  
7           meeting.

8           CHAIRMAN BARTH: All right. Great. And again,  
9           if these do go out for public comment invite y'all in  
10          particular to -- with your perspective to add  
11          comments.

12          Any questions over here?

13          All right. Okay. I would entertain a motion to  
14          release these for public comment.

15          MS. DEAN: I move that we release these to  
16          public comment.

17          MS. CHAMBERS: Second.

18          CHAIRMAN BARTH: All right. Motion by Ms. Dean,  
19          second by Ms. Chambers.

20          All in favor say "aye."

21          (UNANIMOUS CHORUS OF AYES)

22          CHAIRMAN BARTH: Opposed, same sign.

23          Also April 19th?

24          MS. SALAS-FORD: Yes.

25          CHAIRMAN BARTH: Okay. All right. It's going

1 to be a long day.

2 MS. SALAS-FORD: Busy day.

3 CHAIRMAN BARTH: Okay.

4 B-9: APPOINTMENT OF LITTLE ROCK SCHOOL DISTRICT COMMUNITY  
5 ADVISORY BOARD MEMBERS

6 CHAIRMAN BARTH: Okay. Finally on our Action  
7 Agenda for the day we have two Little Rock School  
8 District Community Advisory Board Members, these are  
9 vacant seats that are being filled by appointment.

10 MS. FRENO: That is -- that is correct, Dr.  
11 Barth. Lori Freno. And you pretty much have told  
12 the Board what is going on here.

13 CHAIRMAN BARTH: Right.

14 MS. FRENO: We have two vacancies. There are  
15 two individuals, Michael Mason and LaShannon Spencer,  
16 that the Department requests or recommends that they  
17 be placed as Community Advisory Board members.

18 CHAIRMAN BARTH: Okay. Great.

19 MS. ZOOK: Did you interview -- did you  
20 interview them?

21 CHAIRMAN BARTH: Any questions?  
22 Commissioner.

23 COMMISSIONER KEY: Just to say these are two  
24 individuals that Mr. Poore has spoken with both of  
25 them. Ms. Spencer has actually already been very

1 involved in a number of roles in the district as part  
2 of the community, and -- but he is very supportive of  
3 both of these appointments.

4 CHAIRMAN BARTH: Okay. Any additional  
5 questions?

6 Ms. Reith, were you -- am I --

7 MS. REITH: Huh-uh.

8 CHAIRMAN BARTH: Okay. All right. I would  
9 entertain a motion to -- we can approve them  
10 together?

11 MS. FRENO: Yes, you can.

12 CHAIRMAN BARTH: Okay. Great.

13 I would entertain a motion to approve these two  
14 appointments.

15 MS. CHAMBERS: I move that we approve both of  
16 these two appointments to the Community Advisory  
17 Board.

18 DR. HILL: Second.

19 CHAIRMAN BARTH: All right. Motion by Ms.  
20 Chambers, second by Dr. Hill.

21 All in favor say "aye."

22 (UNANIMOUS CHORUS OF AYES)

23 CHAIRMAN BARTH: Opposed, same sign.

24 Okay. Thank you, Ms. Freno.

25 ADJOURNMENT

1                   CHAIRMAN BARTH:   Okay.   We will take a break and  
2                   allow a shift here and we'll -- let's return at 2:30.

3  
4  
5                   (The Action Agenda was adjourned at 2:18 p.m.)  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

A-2: ARKANSAS BETTER CHANCE ENHANCEMENTS

EXHIBIT ONE (1)

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

A-2: ARKANSAS BETTER CHANCE ENHANCEMENTS

EXHIBITS TWO (2)

## C E R T I F I C A T E

STATE OF ARKANSAS     )  
                                  ) ss.  
COUNTY OF SALINE     )

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter and Notary Public before whom the foregoing proceedings was taken, do hereby certify that the same is a true and correct transcription before the Arkansas State Department of Education, State Board of Education, in North Little Rock, Arkansas, on April 12, 2018, that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

I FURTHER CERTIFY that I am neither counsel for, related to, nor employed by any of the parties to this action.

I FURTHER CERTIFY that I have no contract with any parties within this action that affects or has a substantial tendency to affect impartiality, that requires me to relinquish control of an original transcript or copies of the transcript before it is certified and delivered to the custodial agency, or that requires me to provide any service not made available to all parties to the action.

WITNESS, MY HAND AND SEAL, THIS DATE: April 22, 2018.

---

SHARON K. HILL, CCR  
Certified Court Reporter  
Certificate No. 670

	<b>22;87:11</b>	<b>78:23;87:8</b>	<b>ALE (11)</b>	<b>appearing (1)</b>
<b>\$</b>	<b>accompanied (1)</b>	<b>ADE (5)</b>	50:19;51:20;52:3,	34:15
<b>\$1,000 (1)</b>	7:9	15:19;49:8;69:22;	4,7,12,15,20;60:10,	<b>appears (1)</b>
12:11	<b>accompaniment (1)</b>	70:1,3	12;61:17	28:18
<b>\$3 (2)</b>	92:11	<b>adequate (2)</b>	<b>ALEs (1)</b>	<b>appendices (2)</b>
11:19;14:22	<b>accomplished (1)</b>	83:3,10	52:11	62:21;63:1
<b>\$300,000 (1)</b>	30:11	<b>adjourned (2)</b>	<b>Alexandra (3)</b>	<b>appendix (1)</b>
47:24	<b>ACCOUNTABILITY (4)</b>	48:9;99:5	25:4,7,9	62:23
<b>\$500 (1)</b>	85:25;86:14,16;	<b>ADJOURNMENT (1)</b>	<b>allocation (1)</b>	<b>applicable (1)</b>
12:12	87:8	98:25	23:23	87:3
<b>\$75,000 (1)</b>	<b>Accreditation (8)</b>	<b>administration (3)</b>	<b>allow (3)</b>	<b>application (2)</b>
18:13	36:4,6;88:23;89:1,	28:3;29:8;32:2	30:25;74:20;99:2	21:6;74:2
	6:90:15;92:7,12	<b>advantage (4)</b>	<b>allowed (1)</b>	<b>applications (5)</b>
	<b>achievement (3)</b>	41:17;57:15;75:3;	71:10	15:2;16:6;17:12;
	4:15,19;41:24	80:13	<b>allowing (2)</b>	74:9,23
<b>[</b>	<b>achievers (2)</b>	<b>advising (1)</b>	9:18;62:4	<b>applied (4)</b>
<b>[APPLAUSE] (4)</b>	42:21,22	91:12	<b>allows (3)</b>	16:3;21:1,2,2
7:13,24;8:9;25:3	<b>achieving (1)</b>	<b>ADVISORY (4)</b>	34:10;52:22,24	<b>apply (5)</b>
<b>[MS (1)</b>	43:10	97:5,8,17;98:16	<b>almost (4)</b>	8:25;20:24;22:13;
19:6	<b>acknowledge (1)</b>	<b>affirm (2)</b>	14:1;42:15;43:3;	37:6;66:20
	21:19	36:17;49:18	47:24	<b>APPOINTMENT (2)</b>
<b>A</b>	<b>acknowledged (1)</b>	<b>AFFIRMATIVELY (2)</b>	<b>alone (1)</b>	97:4,9
	6:5	49:21;60:9	32:25	<b>appointments (3)</b>
<b>A-1 (1)</b>	<b>acquire (1)</b>	<b>afraid (1)</b>	<b>along (6)</b>	98:3,14,16
4:2	83:10	95:16	11:18;16:22;23:13;	<b>Appreciate (7)</b>
<b>A2 (1)</b>	<b>across (3)</b>	<b>afternoon (6)</b>	90:21;92:8;95:13	19:4;27:8;33:1;
11:7	23:24;28:20;43:11	48:15,18,21;62:13;	<b>alternative (2)</b>	41:10,15;44:2;84:1
<b>A-2 (3)</b>	<b>ACSIP (4)</b>	64:8;86:9	53:2,5	<b>appreciated (2)</b>
10:24;100:24;	86:2,3,21,22	<b>again (11)</b>	<b>Although (2)</b>	27:6;41:11
101:24	<b>Act (14)</b>	14:23;20:8;28:12;	48:3;84:14	<b>appreciation (1)</b>
<b>A-3 (1)</b>	33:25;34:10;36:1;	49:23;65:1;69:18;	<b>always (4)</b>	41:5
24:17	48:11,16;56:19;	73:14;82:6;86:11;	43:3;56:11;59:25;	<b>approach (1)</b>
<b>A-4 (2)</b>	57:25;86:1,9,14,15;	90:4;96:8	81:24	23:10
33:23;49:2	87:4,7;94:16	<b>agencies (2)</b>	<b>amendments (2)</b>	<b>appropriate (1)</b>
<b>A-5 (1)</b>	<b>ACTAAP (2)</b>	17:9,10	46:6;72:23	77:21
35:21	86:17,23	<b>agency (1)</b>	<b>AMI (6)</b>	<b>approval (10)</b>
<b>Aaron (1)</b>	<b>action (7)</b>	15:16	36:25;37:1,6,8,9;	60:12;63:14;69:22,
7:17	4:6;15:12;48:18,	<b>agenda (6)</b>	40:7	25:70;10,11;73:2;
<b>ABC (10)</b>	24:62;13;97:6;99:5	9:19;48:18;62:13,	<b>and/or (1)</b>	85:13,14;88:14
12:2,5;13:21;14:5;	<b>active (3)</b>	13;97:7;99:5	19:15	<b>approve (15)</b>
17:22;24:3;38:24;	5:6;7:22;32:1	<b>aging (1)</b>	<b>announce (1)</b>	6:18,19;24:2;46:1;
41:14;47:18,19	<b>Activities (4)</b>	65:5	8:12	63:15;65:3;67:5;
<b>ability (3)</b>	8:16,22;9:5;75:12	<b>ago (4)</b>	<b>ANNOUNCEMENT (3)</b>	68:13;85:11;89:8,10;
77:20,24,25	<b>activity (2)</b>	43:6;45:12;56:25;	4:4;22:9;37:5	90:17;98:9,13,15
<b>able (6)</b>	12:25;75:15	64:11	<b>annual (1)</b>	<b>approved (5)</b>
27:6;55:20;72:13;	<b>actual (1)</b>	<b>Agoah (1)</b>	66:20	44:14;64:18;70:4;
74:15;80:22;87:6	14:8	7:6	<b>ANSWERED (1)</b>	73:6;94:8
<b>absentia (1)</b>	<b>actually (17)</b>	<b>agree (4)</b>	49:21	<b>APRIL (11)</b>
9:3	12:14;27:22;42:2;	17:14;22:3;58:6;	<b>Anthony (1)</b>	4:2,6;5:2;6:11,16;
<b>Absolutely (1)</b>	44:12;50:13,17,19;	82:23	62:19	66:10,11;88:15,18;
83:16	51:21;52:4,7;54:25;	<b>agreement (1)</b>	<b>anticipate (1)</b>	93:16;96:23
<b>abuses (1)</b>	59:15;71:2,8;90:25;	76:16	88:11	<b>APSRC (7)</b>
57:15	94:23;97:25	<b>ahead (5)</b>	<b>anymore (1)</b>	27:21;28:19,23;
<b>ACADEMIC (2)</b>	<b>Adams (4)</b>	5:8;7:3;48:23;	90:23	29:10,20;30:17,20
86:4,23	34:19;49:13;50:2,2	49:17;67:17	<b>apologize (5)</b>	<b>AQT (1)</b>
<b>academically (1)</b>	<b>add (3)</b>	<b>aids (1)</b>	19:10;35:3;52:6;	58:24
26:15	72:20;95:15;96:10	52:8	53:15;94:12	<b>area (8)</b>
<b>Academy (2)</b>	<b>additional (5)</b>	<b>Air (4)</b>	<b>apparatuses (1)</b>	14:13,14;17:8;
13:21;50:16	41:12;91:15;92:9,	7:5,9,11;9:9	12:22	18:19;71:21;79:4;
<b>accept (2)</b>	9:98:4	<b>Airlift (1)</b>	<b>apparent (1)</b>	83:13;90:21
45:2;77:22	<b>additions (2)</b>	7:11	16:6	<b>areas (8)</b>
<b>access (6)</b>	54:10;73:3	<b>ALC (1)</b>	<b>appear (1)</b>	14:14;16:3,20;
26:6,10;69:3;86:3,	<b>address (2)</b>	70:10	89:20	19:18;21:13,17;



28:19;71:15 <b>Arkansans (1)</b> 5:16 <b>Arkansas (40)</b> 5:20,22;6:9,14; 7:20;8:7,12,14,15,16, 17,22,24;9:4,7,25; 10:2,7,13,24;11:1; 13:3;14:1,2;15:10; 17:3;21:10;36:3; 48:2;56:14;62:10; 85:25;86:1,5,7,13,20, 25;100:24;101:24 <b>Arkansas' (1)</b> 94:16 <b>Arkansas's (1)</b> 5:4 <b>armed (4)</b> 5:18;6:3,7;8:20 <b>Army (2)</b> 8:1,7 <b>Arnold (1)</b> 7:7 <b>around (7)</b> 11:4;20:7;21:19; 56:10;79:18,22;96:2 <b>arranging (1)</b> 71:9 <b>articulated (1)</b> 59:12 <b>ARTS (2)</b> 86:6;87:1 <b>as- (1)</b> 73:6 <b>Ashdown (1)</b> 45:13 <b>aspirations (1)</b> 61:8 <b>assess (2)</b> 77:20,24 <b>ASSESSMENT (3)</b> 86:5,24;87:10 <b>assessments (1)</b> 26:17 <b>assign (1)</b> 85:3 <b>assigned (1)</b> 7:10 <b>assist (1)</b> 23:5 <b>assistance (2)</b> 16:5,20 <b>assistant (1)</b> 50:8 <b>associated (1)</b> 42:8 <b>Association (3)</b> 8:17,22;9:5 <b>assuming (1)</b> 29:15 <b>attend (3)</b> 5:20;27:7;74:17 <b>ATTENDANCE (4)</b>	90:7,9,11;91:1 <b>ATTENDING (2)</b> 86:5,25 <b>Attorney (2)</b> 57:23;89:3 <b>audiology (1)</b> 7:19 <b>August (1)</b> 51:1 <b>AUTHORIZING (2)</b> 24:17,21 <b>available (6)</b> 14:22;18:9,12; 87:15,17;89:13 <b>avenues (2)</b> 78:22;82:19 <b>AWARD (4)</b> 4:4;8:13,17;9:1 <b>Awardees (1)</b> 8:20 <b>aware (5)</b> 9:23;26:18;27:25; 51:16;74:23 <b>away (13)</b> 29:20;30:18;31:3, 11;32:19;37:20;80:7, 22;81:21;82:15;84:5; 87:5;90:22 <b>awhile (1)</b> 30:10 <b>aye (20)</b> 6:23;24:7;32:12; 35:18;46:7,11;61:22; 63:20;67:10,13; 68:17;69:13,16; 85:18;88:4;90:1; 91:23;93:11;96:20; 98:21 <b>AYES (17)</b> 6:24;24:8;32:13; 35:19;46:8;61:23; 63:21;67:11;68:18; 69:14;85:19;88:5; 90:2;91:24;93:12; 96:21;98:22	93:23 <b>B-9 (1)</b> 97:4 <b>back (35)</b> 19:8;22:4;29:20; 32:4,5;33:20;35:6; 37:8;46:14;48:13,24; 49:4;50:22,25;53:9; 55:12;58:3;59:4,25; 60:6,15;64:1;72:2; 73:4,12,13;76:8;77:4, 10;80:3,18;82:7; 83:1,3,7 <b>back-and- (1)</b> 23:14 <b>backed (1)</b> 38:10 <b>background (1)</b> 28:2 <b>backing (2)</b> 30:18;31:3 <b>backs (1)</b> 21:25 <b>bandwidth (1)</b> 17:20 <b>barrier (1)</b> 15:17 <b>barriers (2)</b> 17:11;21:20 <b>BARTH (217)</b> 4:5,21,24;5:11; 6:17,20,22,25;9:11, 20,21;10:17,23,25; 11:10;15:4,6;17:16; 19:4,7;21:8;22:3,6; 23:19;24:1,5,9,11,20; 25:1,24;27:1;28:14; 29:5,18;31:4,6,16,19, 22;32:10,14,19,21; 33:2,4,8,12,16,21,25; 34:21;35:1,3,7,11,16, 20,23;36:2,12,15,21; 39:2;40:4,24;41:2,13, 19,22;44:3,6,9,17,22, 25;46:4,9,12;47:1,3, 7,15,17,20;48:6,9,13; 49:4,7,16,22;50:4; 51:4,6,13;53:9,13,15, 21,25;54:3,6,20; 55:12;56:22;57:3; 58:10;59:7,24;60:5, 16,19,21,25;61:6,14, 19,24;62:7,9,12,18; 63:9,16,19,22;64:3, 22;65:10,13,16,20; 66:24;67:1,8,12,14, 19,25;68:2,8,14,16, 19,22,25;69:9,11,15, 17,21,24;70:12,15; 71:25;72:17;76:6; 77:4;78:3;79:12,23; 80:1;82:22;83:9,12; 85:9,13,16,20,22;	86:8;87:16,19;88:2,6, 20,25;89:15,18,23, 25;90:3,18;91:15,21, 25;92:3,15,18;93:6,9, 13,19,22;94:1,19,23; 95:1,12,14;96:8,18, 22,25;97:3,6,11,13, 18,21;98:4,8,12,19, 23;99:1 <b>Base (2)</b> 7:12;9:9 <b>based (4)</b> 12:3;17:22;29:7; 81:2 <b>bases (1)</b> 12:10 <b>basically (1)</b> 74:12 <b>became (3)</b> 9:23;40:9;42:6 <b>become (3)</b> 20:12;29:25;81:7 <b>becomes (2)</b> 13:12;84:14 <b>becoming (3)</b> 53:2;57:12;61:8 <b>beginning (1)</b> 14:23 <b>begins (1)</b> 34:9 <b>behavior (3)</b> 50:18;52:12,16 <b>behavioral (1)</b> 50:17 <b>behaviors (2)</b> 13:16,19 <b>behind (2)</b> 84:18,23 <b>below (1)</b> 14:9 <b>beneficial (2)</b> 50:25;53:24 <b>benefit (3)</b> 18:21;59:23;66:4 <b>benefits (1)</b> 10:11 <b>benefitting (1)</b> 81:13 <b>Berry (2)</b> 9:24,24 <b>best (1)</b> 78:11 <b>BETTER (13)</b> 10:24;11:1;16:7; 18:3,5;19:1;22:16; 23:2;28:2;81:24; 84:19;100:24;101:24 <b>Betters (1)</b> 15:3 <b>beyond (1)</b> 84:24 <b>big (5)</b> 12:22;15:11;18:20;	42:4;89:9 <b>bigger (3)</b> 18:4;59:11;88:10 <b>biggest (1)</b> 16:16 <b>bit (6)</b> 9:19,22;17:17; 81:24;82:23,25 <b>BLACK (11)</b> 6:21,22;23:20; 27:2;31:15,18;70:13, 14;79:7,19;89:18 <b>blanket (3)</b> 56:1,15;57:21 <b>blocks (1)</b> 32:19 <b>Board (39)</b> 6:14;11:13;15:10; 25:22;28:20;29:11; 31:13;32:2;34:11; 37:20;40:14;43:12; 44:7,9;45:10;46:16; 59:9;60:22,25;62:19, 20;63:7;64:8;65:3, 18;67:4;68:10,11; 70:3;79:5;82:8;83:5; 88:7;94:8;97:5,8,12, 17;98:17 <b>boil (2)</b> 38:13,14 <b>bonus (1)</b> 55:1 <b>boots (1)</b> 20:5 <b>both (8)</b> 13:25;17:24;49:16; 64:12;70:5;97:24; 98:3,15 <b>boy (1)</b> 23:8 <b>Boyd (14)</b> 24:22;25:2,4,4,7,8, 9,25;26:5,8,21,23; 28:12;29:5 <b>branch (1)</b> 7:25 <b>breadth (2)</b> 51:7,9 <b>break (6)</b> 15:18;39:13,14; 47:12;48:12;99:1 <b>Brett (1)</b> 63:7 <b>brief (2)</b> 4:16;33:15 <b>bring (2)</b> 28:10;58:4 <b>BRINKLEY (6)</b> 35:21,24;36:9,24; 37:12;43:4 <b>broad (2)</b> 52:15;72:10 <b>broader (1)</b>
	<b>B</b>			
	<b>B-1 (1)</b> 62:10 <b>B-2 (1)</b> 64:2 <b>B-3 (1)</b> 69:22 <b>B-4 (1)</b> 85:24 <b>B-5 (1)</b> 88:22 <b>B-6 (1)</b> 90:6 <b>B-7 (1)</b> 92:1 <b>B-8 (1)</b>			

52:14 <b>Broadus (1)</b> 9:8 <b>brought (2)</b> 62:22;85:2 <b>Bryant (1)</b> 7:16 <b>budget (1)</b> 47:25 <b>build (2)</b> 13:13;44:13 <b>building (7)</b> 38:5,6;40:3;43:21; 44:3;59:19;70:22 <b>buildings (2)</b> 8:23;44:12 <b>built (1)</b> 39:6 <b>bulk (1)</b> 18:2 <b>bunch (1)</b> 55:7 <b>burden (1)</b> 75:16 <b>business (2)</b> 8:11;10:25 <b>busy (2)</b> 15:18;97:2	<b>cancer (1)</b> 37:21 <b>candor (1)</b> 44:2 <b>capacity (2)</b> 19:14;20:3 <b>Capitol (1)</b> 48:25 <b>card (1)</b> 41:25 <b>cards (2)</b> 29:3,6 <b>care (4)</b> 10:14;13:9;81:8; 83:24 <b>carried (1)</b> 77:7 <b>carrier (1)</b> 37:14 <b>CASA (1)</b> 79:5 <b>case (12)</b> 14:24;26:24;55:25; 57:10,11;59:22;61:3; 65:17;68:12;69:3; 82:25;87:2 <b>cases (6)</b> 20:1,9,15;64:5,12; 79:2 <b>causing (1)</b> 42:25 <b>caution (1)</b> 84:7 <b>celebrated (1)</b> 6:6 <b>Center (1)</b> 13:22 <b>centers (1)</b> 12:24 <b>central (3)</b> 14:2,3;18:19 <b>century (1)</b> 22:25 <b>certain (2)</b> 26:8;36:6 <b>certainly (2)</b> 31:8;72:22 <b>certification (2)</b> 10:8;42:18 <b>certified (4)</b> 53:2;59:20;61:13; 75:4 <b>Chair (1)</b> 4:23 <b>CHAIRMAN (214)</b> 4:5,21,24,25;5:9; 11:6;17,20,22,25;7:2; 8:10;9:10,11,20; 10:17,23,25;11:10; 15:4,6;17:16;19:4,7; 22:3,6;23:19;24:1,5, 9,11,20;25:1,6,24; 27:1;28:14;29:18;	31:4,6,16,19,22; 32:10,14,19,21;33:2, 4,8,12,16,21,25; 34:21;35:1,3,7,11,16, 20,23;36:12,15,21; 39:2;40:4,24;41:2,19, 22;44:3,6,9,17,22,25; 46:4,9,12;47:1,3,7, 15,17,20;48:6,9,13; 49:4,16,22;50:4;51:4, 6,13;53:9,15,21,25; 54:3,6,20;55:12; 56:22;57:3;58:10; 59:7,24;60:5,16,19, 21,25;61:6,14,19,24; 62:7,9,12;63:9,16,19, 22;64:3,22;65:10,13, 16,20;66:24;67:1,8, 12,14,19,25;68:2,8, 14,16,19,22,25;69:9, 11,15,17,21,24; 70:12,15;71:25; 72:17;76:6;77:4; 78:3;79:12,23;80:1; 82:22;83:9,12;85:9, 13,16,20,22;86:8; 87:16,19;88:2,6,20, 25;89:15,18,23,25; 90:3,18;91:15,21,25; 92:3,15,18;93:6,9,13, 19,22;94:1,19,23; 95:1,12,14;96:8,18, 22,25;97:3,6,13,18, 21;98:4,8,12,19,23; 99:1 <b>challenged (3)</b> 71:12;80:18,21 <b>challenges (5)</b> 5:24;19:23;21:24; 41:6;44:4 <b>challenging (3)</b> 13:15,19;24:15 <b>CHAMBERS (26)</b> 6:19,20;23:20; 24:4,6;27:1;54:4; 60:16,17;61:18;67:1, 5,8;68:15,16;69:12; 70:15;88:1,3;89:19; 93:8,10;96:17,19; 98:15,20 <b>CHANCE (7)</b> 10:24;11:1;41:13, 16;56:23;100:24; 101:24 <b>change (6)</b> 20:22;30:5;56:13, 14;73:8;83:15 <b>changed (3)</b> 70:23;71:2;73:17 <b>changes (9)</b> 11:14;54:9;55:15; 70:8,8,9;73:3;94:10, 15	<b>changing (1)</b> 56:9 <b>chaos (1)</b> 38:15 <b>charge (1)</b> 23:15 <b>chart (2)</b> 11:15,17 <b>CHARTER (18)</b> 24:17,21;25:5,9, 18;26:5;30:18;31:9, 10;34:13;49:8;50:15, 16;58:17,18;59:3; 75:17,23 <b>charters (4)</b> 31:9;33:24;49:3; 58:13 <b>Cheryl (1)</b> 10:4 <b>CHILD (25)</b> 4:3,3,7;5:3;6:12, 16;23:10;58:17,17; 65:24;66:4,6,12; 70:21;73:24;74:1,14; 75:13;76:4,8;77:16; 78:10,12,19;80:4 <b>childhood (1)</b> 14:17 <b>children (15)</b> 5:5,19,23;6:1,4,7, 15;13:14;52:22;75:9; 76:23;80:5;81:3,6; 83:17 <b>Children's (3)</b> 6:8;8:15;13:21 <b>child's (1)</b> 23:1 <b>choice (12)</b> 35:8;60:21,25; 76:24;77:2;78:8,12, 18;80:17,25;81:11; 82:6 <b>choices (1)</b> 45:15 <b>choose (8)</b> 28:8;58:2;78:7,15; 80:5,10,11,12 <b>chooses (1)</b> 71:7 <b>choosing (1)</b> 78:12 <b>CHORUS (17)</b> 6:24;24:8;32:13; 35:19;46:8;61:23; 63:21;67:11;68:18; 69:14;85:19;88:5; 90:2;91:24;93:12; 96:21;98:22 <b>chose (4)</b> 61:4,10;70:20; 84:25 <b>chosen (1)</b> 23:12	<b>Christian (1)</b> 47:10 <b>circumstances (1)</b> 55:24 <b>clarification (1)</b> 72:3 <b>clarified (1)</b> 45:24 <b>clarify (4)</b> 40:5;45:4,19;51:6 <b>Class (6)</b> 7:17;92:2,5,6,23; 93:1 <b>classes (1)</b> 76:18 <b>classroom (1)</b> 13:1 <b>clear (4)</b> 40:9;70:18;72:18; 84:13 <b>clearly (1)</b> 21:4 <b>coaching (1)</b> 50:8 <b>Coalition (2)</b> 9:25;95:7 <b>coalitions (1)</b> 21:21 <b>Cochran (6)</b> 26:2;54:20,21; 67:2;68:4;70:16 <b>Code (1)</b> 36:3 <b>Coffman (2)</b> 87:16;89:13 <b>cognizant (1)</b> 21:23 <b>collaborative (1)</b> 22:1 <b>collaboratively (1)</b> 75:2 <b>College (3)</b> 8:4;55:6;80:20 <b>colleges (1)</b> 55:8 <b>Colonel (1)</b> 9:23 <b>combination (1)</b> 20:9 <b>comfortable (3)</b> 20:19;59:9;62:2 <b>coming (8)</b> 10:14;13:15;23:2; 30:21;32:4,5;55:10; 95:13 <b>Command (1)</b> 8:6 <b>commend (1)</b> 27:3 <b>comment (36)</b> 21:8;38:22;41:18; 45:3;47:5;54:7;70:6; 73:14;78:5;85:24;
C				
call (7) 11:2;32:25;37:1; 48:13;55:6,7,7 called (1) 5:6 call-to- (1) 15:11 Camden (1) 14:3 came (9) 11:4;12:10;37:1,5; 38:11;41:25;45:13; 47:22;80:18 Camp (1) 8:8 can (51) 4:13;13:18;16:14; 17:11;18:18;20:6,16, 22;24:20,24;27:14; 28:1,11;29:14,23; 30:10;32:25;35:9; 38:18;39:11;45:14; 46:21;54:11,13,15; 56:12;57:19,21,22; 58:1,3;59:25;61:4; 69:4;72:2,6,18; 74:19;75:11;76:6,8, 10;77:6,17;83:1; 84:11,20;88:17;91:3; 98:9,11 canceled (1) 38:16				

86:18;87:15,24;88:9, 14,18,22;89:7,9,11, 22;90:6,17;91:18,19; 92:1,13;93:7,18,23; 94:9,15,17;96:9,14, 16	<b>comply (1)</b> 94:16	<b>context (2)</b> 41:9;84:12	<b>cracks (2)</b> 82:13,14	<b>days (34)</b> 34:17;35:22;36:8, 11,25;37:1,6,9,9,10, 17,19;38:17,19;39:1, 5,11,25;40:1,1,2,8,10, 15,20;45:16,16,21, 21;46:2;47:12;49:11; 56:25;88:16
<b>comments (9)</b> 10:18;19:13;26:2; 28:16;70:5;88:17; 90:4;94:9;96:11	<b>COMPREHENSIVE (2)</b> 86:2,20	<b>contexts (1)</b> 84:13	<b>create (4)</b> 10:12;59:10;84:9; 85:8	<b>day-to-day (1)</b> 41:6
<b>Commission (2)</b> 6:9;8:15	<b>computer (5)</b> 48:21;62:10,14,19; 78:14	<b>continuation (1)</b> 62:25	<b>created (1)</b> 95:10	<b>deadline (1)</b> 37:7
<b>Commissioner (34)</b> 5:1;9:21;10:23; 15:6,7,21;16:24; 17:15;25:6,8;33:17; 34:24;40:4,5,12,13, 23;45:3,4,23;55:18; 72:5,6,15;73:8,11,18; 79:13,16,25;84:4,7; 97:22,23	<b>concept (1)</b> 84:18	<b>continue (7)</b> 13:1;19:23;55:25; 56:8,17;66:9;73:17	<b>creates (1)</b> 84:16	<b>deal (2)</b> 62:16;79:6
<b>commitment (2)</b> 8:18;9:15	<b>concern (5)</b> 19:16;28:6,17; 29:2;80:23	<b>continues (1)</b> 12:25	<b>creating (1)</b> 95:5	<b>dealing (1)</b> 47:16
<b>committee (1)</b> 62:22	<b>concerned (3)</b> 14:12;81:1;87:2	<b>continuing (2)</b> 29:22;56:15	<b>creation (1)</b> 8:12	<b>Dean (39)</b> 19:20;22:6;28:14; 32:9,11;41:2;46:1,4; 65:23;67:7,9;68:13, 14;69:12;71:25;80:1, 2;81:16,18,20;82:1,3; 83:8,11,16;85:9,11, 14,17;89:16;92:15; 93:6,7,9;95:4,13,21; 96:15,18
<b>commonly (1)</b> 86:16	<b>concerning (1)</b> 85:12	<b>Control (1)</b> 7:18	<b>creative (1)</b> 57:7	<b>debatable (1)</b> 84:10
<b>communication (1)</b> 15:17	<b>concerns (1)</b> 31:11	<b>conversation (7)</b> 40:8;45:6,9,17; 55:21;59:10;60:2	<b>credential (2)</b> 12:12;23:1	<b>Debbie (1)</b> 36:23
<b>communities (2)</b> 21:11,13	<b>concerns (1)</b> 31:11	<b>conversations (3)</b> 15:16;19:22;28:22	<b>credentials (5)</b> 11:15;12:3,11,16; 22:24	<b>December (1)</b> 70:4
<b>community (17)</b> 10:15,16;13:7; 19:24,25;20:1;21:20, 21;37:22;51:20; 93:24;94:8;97:4,8, 17;98:2,16	<b>concrete (1)</b> 20:20	<b>convey (1)</b> 23:16	<b>credit (1)</b> 52:24	<b>decided (3)</b> 29:25;30:1;60:13
<b>Community's (1)</b> 17:2	<b>concur (1)</b> 21:18	<b>Co-op (3)</b> 13:24;14:3;23:8	<b>credits (2)</b> 78:1,1	<b>decision (4)</b> 25:10,13;62:2;66:8
<b>Compact (2)</b> 6:9;8:15	<b>Conference (8)</b> 15:3;65:25;66:2,7, 11,20,23;68:7	<b>copy (1)</b> 95:24	<b>criteria (1)</b> 10:8	<b>DECISIONS (2)</b> 24:17;81:12
<b>company (2)</b> 38:3,12	<b>confident (1)</b> 95:20	<b>core (7)</b> 52:2,9;58:14,21, 23;59:1;60:14	<b>culture (1)</b> 42:8	<b>decontaminate (1)</b> 38:10
<b>comparison (1)</b> 81:23	<b>confused (2)</b> 53:10,10	<b>correction (1)</b> 25:7	<b>Curious (4)</b> 13:7;15:21;54:21; 79:7	<b>Dedman (2)</b> 94:3,4
<b>compensation (1)</b> 92:10	<b>congratulate (1)</b> 24:24	<b>correlation (1)</b> 17:21	<b>currently (1)</b> 64:18	<b>deemed (1)</b> 40:23
<b>competitive (1)</b> 20:24	<b>Congratulations (5)</b> 25:1;48:6;61:25; 67:16;69:19	<b>cost (1)</b> 62:23	<b>curricular (2)</b> 28:25;29:1	<b>deep (1)</b> 29:1
<b>complete (2)</b> 20:21;80:9	<b>conjunction (2)</b> 13:4;86:18	<b>cough (1)</b> 19:11	<b>curriculum (5)</b> 29:24;30:1;74:4; 77:7,11	<b>deeply (1)</b> 23:4
<b>completed (2)</b> 11:12;29:17	<b>connected (2)</b> 8:19;53:6	<b>COUGHING] (1)</b> 19:6	<b>cut (1)</b> 47:24	<b>defend (1)</b> 85:6
<b>completely (3)</b> 25:19;61:12;78:13	<b>consider (4)</b> 14:20;56:3,6;58:8	<b>Council (1)</b> 8:14	<b>D</b>	<b>defending (1)</b> 24:25
<b>completing (1)</b> 12:7	<b>consideration (12)</b> 12:24;16:14;20:17; 24:17;62:10;69:22; 70:1;85:24;88:22; 90:6;92:1;93:23	<b>counted (1)</b> 91:6		<b>Defense (2)</b> 6:10;10:6
<b>compliance (1)</b> 58:24	<b>consistently (1)</b> 82:1	<b>counter (1)</b> 82:23	<b>dad (1)</b> 5:5	<b>define (3)</b> 72:3;84:8,25
<b>compliment (1)</b> 96:1	<b>consortiums (1)</b> 71:22	<b>county (1)</b> 5:22	<b>Damage (1)</b> 7:18	<b>defined (3)</b> 84:3,6,17
<b>complimentary (1)</b> 27:17	<b>constantly (1)</b> 15:8	<b>couple (3)</b> 11:3;45:12;56:25	<b>data (4)</b> 12:3,4;22:25;43:17	<b>definitely (1)</b> 28:3
	<b>constituted (1)</b> 40:19	<b>courage (2)</b> 5:17;6:6	<b>date (1)</b> 26:17	<b>definition (6)</b> 52:15;72:18,18,20; 84:14;85:3
	<b>constraints (1)</b> 73:16	<b>course (6)</b> 9:20,20;60:14,14; 73:2;88:16	<b>dates (1)</b> 39:21	
	<b>consultants (2)</b> 21:12,16	<b>courses (5)</b> 21:16;48:19;62:11, 15;63:14	<b>Davis (19)</b> 57:23,23;58:19; 60:5,9,24;89:1,3,3; 90:8,24;91:10;92:3, 4;93:1,14,15,17,21	
	<b>contact (1)</b> 54:8	<b>COURT (3)</b> 53:13;63:7;95:23	<b>day (15)</b> 38:2,3,9,14,16; 45:9;47:12;89:10; 90:5,14;91:4,5;97:1, 2,7	
	<b>contemplated (1)</b> 65:5	<b>Courtney (3)</b> 64:9;84:18;94:5		
		<b>cover (3)</b> 12:10;89:5;94:13		

<b>degree (1)</b> 50:21	85:4	30:10;54:14;57:24; 73:17,17;81:6,14	<b>educational (4)</b> 30:3;78:21;85:25; 86:14	101:24
<b>degrees (1)</b> 38:5	<b>disappointed (1)</b> 23:11	<b>double-edged (1)</b> 18:7	<b>educator (1)</b> 46:23	<b>enough (4)</b> 20:19;37:25;41:11; 61:11
<b>demolish (1)</b> 44:12	<b>discern (1)</b> 19:12	<b>down (6)</b> 23:25;32:17,20; 43:17;64:3;81:1	<b>educators (2)</b> 58:14;87:11	<b>enroll (1)</b> 76:8
<b>Department (26)</b> 6:10;8:16,24;9:1; 10:6,7;16:22;17:7; 22:1;27:15;30:8; 31:2;32:25;57:24; 58:3;59:11;64:9; 78:23;83:25;85:7; 87:13;88:15;89:4; 94:6;95:20;97:16	<b>disconnected (1)</b> 38:4	<b>Dr (74)</b> 9:21;10:5;21:8; 25:1,4,7,8,8,24;26:5, 8,21,23;27:1;28:5,11; 29:5,5;36:2,20,23,23; 39:7,14,16,18,23; 40:8,17,22;41:7,13, 18,25;42:17,24;43:2, 18;44:1,5,8,11,18,24; 45:5,25;46:15,24; 47:2,5,9,14,16,19,21; 48:8;49:7;53:13; 54:4,5;55:12,17,18; 56:23;57:4;62:18; 63:18,19;70:15; 89:24,25;97:10; 98:18,20	<b>Edwards (1)</b> 7:10	<b>entered (1)</b> 11:8
<b>dependency (1)</b> 29:10	<b>discuss (1)</b> 54:9		<b>effect (2)</b> 38:15;91:12	<b>entertain (11)</b> 6:17;23:23;61:15; 63:13;68:12;87:23; 89:21;91:17;96:13; 98:9,13
<b>dependent (1)</b> 81:7	<b>discussed (2)</b> 11:20;12:8		<b>efficient (1)</b> 65:7	<b>entire (1)</b> 43:3
<b>deployed (1)</b> 5:6	<b>discussion (3)</b> 40:16;61:21;92:20		<b>effort (1)</b> 44:25	<b>entities (1)</b> 17:25
<b>deployment (1)</b> 5:25	<b>disperse (1)</b> 13:23		<b>efforts (1)</b> 22:2	<b>equitable (2)</b> 87:11,11
<b>Deputy (1)</b> 55:17	<b>dispersion (1)</b> 13:3		<b>eight (1)</b> 70:21	<b>especially (1)</b> 84:23
<b>described (1)</b> 16:24	<b>display (2)</b> 6:6;8:23		<b>either (10)</b> 47:11;48:4;58:20, 25;60:13;61:3;63:12; 84:23;90:5;93:3	<b>ESSA (2)</b> 26:6;94:17
<b>desire (1)</b> 41:13	<b>dissertation (1)</b> 24:25	<b>draft (1)</b> 95:17	<b>either/or (1)</b> 45:21	<b>essence (1)</b> 14:20
<b>details (1)</b> 55:21	<b>distance (1)</b> 62:24	<b>Drive (1)</b> 7:8	<b>element (1)</b> 20:18	<b>essential (1)</b> 6:2
<b>determine (2)</b> 17:10;78:1	<b>distinguished (1)</b> 82:4	<b>due-diligence (1)</b> 18:16	<b>Elementary (6)</b> 7:8;38:11;42:1; 44:13;50:2,20	<b>established (1)</b> 10:8
<b>deterrent (1)</b> 16:16	<b>DISTRESS (2)</b> 86:4,23	<b>during (3)</b> 11:20;70:6;77:8	<b>else (8)</b> 40:25;46:6;51:4; 58:4;68:5;71:7;81:7; 89:14	<b>establishing (1)</b> 11:23
<b>development (2)</b> 11:16;13:21	<b>District (41)</b> 13:5,10;33:23,24; 34:1,4,5,8,10,14,15; 35:21,24;36:10,24; 42:6;49:2,3,5,10; 50:1,25;51:22;53:24; 55:19;56:2,2,11; 59:23;74:13,16,18, 19;76:16;79:17,20, 21;83:22;97:4,8;98:1	<b>duty (2)</b> 5:6;7:22	<b>email (1)</b> 90:5	<b>eSTEM (3)</b> 8:5;50:16;58:12
<b>DHS (2)</b> 17:6;23:17	<b>district- (1)</b> 17:21	<b>E</b>	<b>emails (1)</b> 88:8	<b>even (12)</b> 19:22;20:24;22:24; 28:3;29:11;30:2; 37:15;41:9;56:3; 60:11;71:21;74:6
<b>difference (1)</b> 11:17	<b>districts (12)</b> 14:1;17:19;18:5,5, 6,20;21:25;36:5; 57:6;76:20;88:24; 96:2	<b>earlier (3)</b> 9:19;11:5;35:5	<b>emphasize (1)</b> 29:7	<b>everybody (5)</b> 15:18;16:8;43:14; 59:20;69:3
<b>different (12)</b> 13:22;14:5;17:12; 27:14;54:11,13;57:1; 70:22;75:6;77:1,1; 82:25	<b>diverse (1)</b> 32:1	<b>early (2)</b> 14:17;66:11	<b>encourage (2)</b> 54:8;90:4	<b>evidence (1)</b> 77:15
<b>difficult (2)</b> 17:23;50:9	<b>Division (2)</b> 44:15;54:8	<b>easier (1)</b> 83:22	<b>encouraged (1)</b> 77:22	<b>exact (1)</b> 55:22
<b>difficulties (1)</b> 51:2	<b>document (2)</b> 14:6,9	<b>easy (1)</b> 20:21	<b>encouragement (1)</b> 6:3	<b>exactly (5)</b> 11:16;33:21;47:3; 55:22;75:19
<b>dig (1)</b> 43:17	<b>documentation (1)</b> 12:13	<b>eco-friendly (1)</b> 12:20	<b>end (3)</b> 7:14;38:20;66:7	<b>exams (1)</b> 50:22
<b>digest (1)</b> 11:14	<b>documents (1)</b> 63:11	<b>economically (1)</b> 43:4	<b>endure (1)</b> 5:5	<b>excellence (1)</b> 11:24
<b>digital (1)</b> 75:3	<b>DOD (1)</b> 10:6	<b>economy (1)</b> 43:8	<b>Engagement (5)</b> 19:21,25;93:25; 94:8;95:3	<b>exception (2)</b> 56:20;57:11
<b>direct (1)</b> 42:18	<b>dollars (1)</b> 23:23	<b>Ed (6)</b> 13:24;16:11,22; 22:1;58:15;66:15	<b>England (19)</b> 33:6,24;34:1,4,15; 35:13;48:11,16;49:3, 5,9;50:1,3,7,10; 51:22;53:6;54:23; 55:10	<b>exceptions (1)</b> 56:4
<b>directed (1)</b> 21:9	<b>Dollarway (1)</b> 13:4	<b>Education (24)</b> 6:14;8:16,24;9:2; 10:7;34:11;62:20; 70:20;71:3,9,23; 73:23,25;74:14,17, 21,25;75:21;80:9,19; 82:8;83:3,10;87:11	<b>English (2)</b> 52:6,9	<b>exciting (1)</b> 30:12
<b>director (5)</b> 9:4,6;25:5,9;62:19	<b>Don (1)</b> 9:24		<b>ENHANCEMENTS (4)</b> 10:24;24:3;100:24;	<b>excuse (2)</b> 20:25;68:8
<b>disagree (1)</b>	<b>done (7)</b>			<b>executive (1)</b> 9:4
				<b>exhibit (2)</b>

5:16;100:25 <b>Exhibits (2)</b> 11:7;101:25 <b>existing (1)</b> 86:19 <b>expect (2)</b> 88:11;91:10 <b>expectation (1)</b> 14:22 <b>expectations (2)</b> 15:1;43:22 <b>expected (2)</b> 17:5;21:5 <b>experience (4)</b> 23:2;55:5;78:6; 81:3 <b>experienced (1)</b> 83:16 <b>expire (2)</b> 34:17;49:11 <b>explain (2)</b> 26:14;84:19 <b>explanation (1)</b> 36:25 <b>express (2)</b> 10:10;41:12 <b>expressed (1)</b> 28:5 <b>extended (1)</b> 56:1 <b>extensive (1)</b> 45:13 <b>extracurricular (4)</b> 75:11,15;76:13,17 <b>eyeball (1)</b> 17:17	<b>Family (13)</b> 9:7;19:21,25; 22:19;64:15,17;65:8; 14:67;18,20;93:24; 94:7;95:2 <b>family-friendly (1)</b> 10:2 <b>far (6)</b> 7:14;29:24;30:5; 51:19;57:14;74:22 <b>father (2)</b> 7:17;8:6 <b>favor (17)</b> 6:23;24:7;32:12; 35:18;46:7;61:22; 63:20;67:10;68:17; 69:13;85:18;88:4; 90:1;91:23;93:11; 96:20;98:21 <b>feel (9)</b> 16:9,10;20:18,19, 22;30:6,11;47:14; 95:20 <b>feels (1)</b> 53:6 <b>fellow (2)</b> 31:13;88:7 <b>felt (3)</b> 32:24;48:2;74:8 <b>Felton (15)</b> 25:20;26:11;27:11, 19,19,25;29:14,18, 19;31:5;32:5,16,18, 20,23 <b>few (8)</b> 17:2;26:9;28:6,22; 31:21;32:19;64:11; 70:5 <b>field (2)</b> 54:12;77:1 <b>fifteen (1)</b> 16:2 <b>fight (2)</b> 43:21,23 <b>figure (2)</b> 18:23;20:4 <b>figures (1)</b> 79:19 <b>fill (2)</b> 51:3;73:21 <b>filled (2)</b> 22:12;97:9 <b>FINAL (7)</b> 69:22,25;70:10; 73:2;85:13,14;94:11 <b>finally (2)</b> 73:6;97:6 <b>finances (1)</b> 29:23 <b>financial (1)</b> 29:21 <b>find (7)</b> 12:9;22:10;23:4;	27:16;37:25;43:18; 50:9 <b>finding (2)</b> 51:2;78:25 <b>fine (7)</b> 19:9;23:14;35:3,8; 59:21;62:6,6 <b>first (15)</b> 4:5;5:15;27:3;37:1, 20;39:3,25;48:17; 51:8;60:22;62:13; 63:2;64:16;65:14; 79:16 <b>fiscal (1)</b> 14:23 <b>fit (1)</b> 52:25 <b>five (12)</b> 14:5;34:18;39:5; 43:6;49:12;51:12; 55:2;60:19;61:3,4,7, 10 <b>flexibility (1)</b> 91:2 <b>flooding (2)</b> 45:12,13 <b>floor (1)</b> 61:19 <b>focus (5)</b> 13:6;14:4,15; 82:11;95:21 <b>focused (2)</b> 30:16;87:10 <b>folks (5)</b> 19:13,17;28:22; 33:6,20 <b>follow (1)</b> 14:19 <b>follow-up (1)</b> 5:12 <b>Force (4)</b> 7:5,9,11;9:9 <b>forces (2)</b> 5:18;8:20 <b>Ford (1)</b> 86:10 <b>form (6)</b> 4:16;20:2;73:22; 74:8;80:6;82:10 <b>formal (1)</b> 20:2 <b>formalized (1)</b> 29:12 <b>formally (1)</b> 31:9 <b>Fort (1)</b> 69:7 <b>forth (3)</b> 19:18;23:15;48:24 <b>forum (1)</b> 88:11 <b>ForwARd (11)</b> 15:10;21:9,11,15,	22,24;29:6;32:8,17; 51:16;65:17 <b>found (1)</b> 72:21 <b>Foundation (1)</b> 22:19 <b>four (7)</b> 7:15;16:1;37:10; 38:19;39:21;86:19; 87:5 <b>Freno (11)</b> 35:25;36:2,14; 45:20,22;57:19; 97:10,11,14;98:11,24 <b>fresh (1)</b> 55:5 <b>freshman (1)</b> 8:3 <b>Friday (5)</b> 39:15;46:20;47:8, 11,12 <b>friends (1)</b> 95:2 <b>front-end (1)</b> 82:24 <b>frustrated (2)</b> 21:1;81:13 <b>frustrating (2)</b> 47:8,9 <b>frustration (3)</b> 22:18;23:3;79:6 <b>fulfill (1)</b> 18:18 <b>full (4)</b> 52:11,15,18;91:5 <b>fully (2)</b> 46:24;95:18 <b>fundable (3)</b> 15:2;16:19;21:6 <b>funded (2)</b> 18:10,14 <b>funding (4)</b> 11:22;14:21;18:21; 22:19 <b>funeral (4)</b> 37:24,25;40:2;45:9 <b>funerals (1)</b> 47:13 <b>further (3)</b> 38:20;46:22;61:21 <b>future (3)</b> 25:16;29:4;65:3	<b>general (1)</b> 78:17 <b>generalized (1)</b> 26:11 <b>generated (1)</b> 59:2 <b>generously (1)</b> 8:22 <b>Gentlemen (1)</b> 5:1 <b>George (1)</b> 13:7 <b>gets (2)</b> 61:12;81:1 <b>girls (1)</b> 52:22 <b>given (3)</b> 70:25;88:14;90:20 <b>gives (2)</b> 8:11;16:12 <b>glad (5)</b> 22:23,23;42:4; 89:12;92:14 <b>goal (1)</b> 10:1 <b>goes (3)</b> 26:4;29:24;80:3 <b>GONZALEZ (8)</b> 64:15,17,19;65:14, 19,19,21;66:3 <b>good (22)</b> 18:4,8,16;22:13, 17;24:14;30:19; 32:16;39:15;44:22; 46:19,20;47:8,11,12; 48:7;64:8;67:16; 72:16;80:19;81:12; 84:1 <b>GOODWIN (36)</b> 36:20,23,23;39:7, 14,16,18,23;40:8,17, 22;41:7,18,25;42:17, 24;43:2,18;44:1,5,8, 11,18,24;45:6,25; 46:15,24;47:2,5,9,14, 16,19,21;48:8 <b>GOVERNING (20)</b> 69:22;70:1,4; 85:12,25;86:1,2,3,4, 13,19,21,23,24; 88:23;90:7;92:2; 93:24;94:2,7 <b>Governor (2)</b> 10:1;11:20 <b>Governor's (5)</b> 10:1;12:9;73:4,13; 82:4 <b>grade (6)</b> 26:21;42:13;64:13; 75:13;77:14,21 <b>grades (7)</b> 51:10,11;53:25; 60:11;90:7;91:1;
<b>F</b>				
<b>face (1)</b> 5:23 <b>facilities (3)</b> 37:12;42:10;44:15 <b>facing (1)</b> 41:6 <b>fact (7)</b> 13:11;18:12;27:17; 31:24;47:23;57:5; 83:14 <b>faculty (2)</b> 39:16;46:20 <b>fails (1)</b> 31:22 <b>fall (8)</b> 21:25;26:19;44:20; 50:25;54:17;82:13, 14;92:25 <b>familiar (2)</b> 55:22;79:4 <b>families (11)</b> 5:4,13,21;6:1;7:4; 8:19;9:12,13,17; 10:14,22				
				<b>G</b>
				<b>gap (6)</b> 21:17;42:14,20,21, 23;43:14 <b>gas (1)</b> 38:3 <b>gave (6)</b> 4:15;12:18;18:13; 20:19,20;46:21

92:10 <b>gradual (1)</b> 29:16 <b>graduate (1)</b> 8:2 <b>graduating (1)</b> 55:9 <b>grant (23)</b> 15:25;16:8,12,19; 17:7,18,20;19:15; 20:7,12,16,21,23; 21:3,15,16;22:12,13, 17;48:1,58:1,7;61:16 <b>GRANTED (5)</b> 33:23;34:12;38:25; 49:2;58:5 <b>grantees (1)</b> 18:24 <b>granting (1)</b> 56:7 <b>grants (8)</b> 12:18;14:16;17:24; 18:3,5,12,13,16 <b>Great (26)</b> 6:17;8:11;10:17; 23:19;33:16;34:21; 36:12,15,21,22; 44:22;48:9;49:16,22, 24;50:4;51:13;55:12; 61:14;65:20;66:14; 88:20;95:6;96:8; 97:18;98:12 <b>greater (2)</b> 19:15;20:24 <b>greatly (1)</b> 59:22 <b>ground (3)</b> 19:14,17;20:5 <b>group (5)</b> 18:24;42:8;71:24; 78:14;80:13 <b>groups (4)</b> 43:2;71:22;75:1; 81:6 <b>grow (1)</b> 43:17 <b>growing (1)</b> 30:25 <b>growth (4)</b> 4:14,18;41:23;43:1 <b>Guard (2)</b> 8:8;9:8 <b>guardrails (1)</b> 83:6 <b>guess (15)</b> 11:24;19:12;20:4; 21:8;26:22;35:7; 42:14;53:11;57:3,18; 72:6;74:9;76:23; 79:6;80:23 <b>guidance (2)</b> 33:5;96:2 <b>guys (2)</b>	32:23;33:13 <b>H</b> <b>hand (3)</b> 34:23;36:16;49:18 <b>handed (1)</b> 11:17 <b>handicapped (1)</b> 80:24 <b>handouts (1)</b> 11:4 <b>hands (2)</b> 82:10;95:23 <b>happen (2)</b> 44:20,21 <b>happened (2)</b> 38:12;39:8 <b>happy (1)</b> 47:18 <b>hard (5)</b> 9:25;12:9;30:2,16; 83:25 <b>Harding (1)</b> 55:7 <b>head (2)</b> 23:25;51:5 <b>headed (1)</b> 49:1 <b>heads (1)</b> 17:10 <b>Health (1)</b> 17:6 <b>hear (6)</b> 15:8;38:23;41:8, 10;47:5;52:11 <b>heard (2)</b> 59:7;87:20 <b>hearing (4)</b> 70:6;88:15,18; 93:18 <b>heart (1)</b> 46:23 <b>heat (2)</b> 38:5,7 <b>heed (1)</b> 57:4 <b>heightened (1)</b> 31:8 <b>held (2)</b> 66:12;89:8 <b>help (11)</b> 17:11;30:24;31:1; 32:24;39:20;48:22; 51:23;56:11,12;57:2; 84:11 <b>helped (1)</b> 37:18 <b>helpers (1)</b> 13:7 <b>helpful (2)</b> 62:1;96:3 <b>helping (4)</b>	4:14,17;27:16;75:7 <b>here's (2)</b> 23:6,6 <b>Hernandez (8)</b> 28:5;67:18,20,21, 25;68:1;69:19,20 <b>Hi (2)</b> 57:23;68:1 <b>High (13)</b> 8:2,5;42:3,21,22; 43:10;44:13;52:20; 64:18,19;69:7;77:25; 79:15 <b>higher (3)</b> 15:14;16:11;17:20 <b>Hill (10)</b> 27:1;54:4,5;63:18, 19;70:16;89:24,25; 98:18,20 <b>HIPPY (1)</b> 13:25 <b>hire (1)</b> 30:23 <b>hired (1)</b> 50:11 <b>hiring (1)</b> 50:10 <b>hit (1)</b> 30:15 <b>HOLLIS (1)</b> 67:23 <b>home (30)</b> 37:4;69:23;70:1,4, 20,25;71:17;74:25; 75:2,18;76:16,21; 77:5,5;78:7,13,19; 79:8,20;80:6,10,11, 12;81:4,22;82:5,10, 16;83:17;85:12 <b>home-schooled (1)</b> 77:9 <b>honor (5)</b> 8:12;11:25;12:8; 82:3,4 <b>honored (1)</b> 5:13 <b>hope (1)</b> 33:22 <b>hopefully (1)</b> 24:21 <b>hoping (1)</b> 13:11 <b>hospital (1)</b> 37:7 <b>HQT (1)</b> 58:22 <b>hub (1)</b> 52:21 <b>huge (2)</b> 30:14,20 <b>Huh-uh (1)</b> 98:7 <b>Human (1)</b>	78:23 <b>hundred (1)</b> 32:6 <b>Hutchinson (1)</b> 11:20 <b>hyper-dependency (1)</b> 28:18 <b>I</b> <b>idea (2)</b> 26:19;66:19 <b>ideal (1)</b> 12:21 <b>identical (1)</b> 43:3 <b>identification (1)</b> 11:8 <b>identified (1)</b> 21:18 <b>identify (2)</b> 36:21;49:23 <b>identifying (1)</b> 12:16 <b>IEP (6)</b> 65:25,25;66:6,7,11, 18 <b>imagine (2)</b> 17:6;30:13 <b>impediments (1)</b> 10:9 <b>implementing (1)</b> 63:5 <b>improved (2)</b> 4:14;64:12 <b>improvement (3)</b> 42:5;86:2,21 <b>improving (1)</b> 11:22 <b>INAUDIBLE (1)</b> 68:7 <b>incident (1)</b> 53:19 <b>include (2)</b> 25:16;87:7 <b>included (1)</b> 87:3 <b>including (2)</b> 45:8;77:16 <b>inconsistent (1)</b> 72:22 <b>incorporated (1)</b> 95:11 <b>increase (1)</b> 44:16 <b>in-depth (2)</b> 27:4;89:11 <b>index (1)</b> 26:6 <b>indicated (1)</b> 70:7 <b>individual (1)</b> 76:18	<b>individuals (5)</b> 20:3,10;21:1; 97:15,24 <b>Industries (1)</b> 18:1 <b>infestation (1)</b> 37:13 <b>information (12)</b> 4:13;8:25;12:4; 24:18;26:10,13;27:5; 41:12;77:22;86:3,22; 92:9 <b>initially (1)</b> 75:8 <b>initiated (1)</b> 58:5 <b>initiative (1)</b> 48:22 <b>innovation (3)</b> 11:19,24;18:11 <b>innovations (1)</b> 12:18 <b>input (1)</b> 95:2 <b>install (1)</b> 12:22 <b>instances (1)</b> 81:15 <b>instruction (3)</b> 14:20;71:8,19 <b>INSTRUCTIONAL (4)</b> 35:22;36:8,11;91:5 <b>instructions (1)</b> 16:17 <b>intent (9)</b> 72:22;73:21;74:2, 7;76:3,3;80:6;82:10, 16 <b>interest (1)</b> 57:12 <b>interested (4)</b> 4:17;48:3;53:1; 55:10 <b>interesting (1)</b> 93:18 <b>interface (1)</b> 19:19 <b>interim (1)</b> 26:16 <b>internet (2)</b> 68:25;95:17 <b>interpret (1)</b> 16:17 <b>interpretation (1)</b> 71:6 <b>Interstate (2)</b> 6:8;8:14 <b>interventionist/therapist (1)</b> 50:18 <b>interview (2)</b> 97:19,20 <b>intimidated (1)</b> 20:13
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>into (35)</b> 10:12;11:8;12:4, 24;13:15,17,20; 16:14;20:17;22:12; 26:12;30:9;38:11,21; 39:12;41:14;43:17; 44:20;48:17;53:19, 22;54:12,15;57:7; 59:17;77:5,25;80:20, 20;83:18;84:2;90:14; 91:12;92:8;95:11	7:5,6,6 <b>Jeff (3)</b> 34:19;49:13;50:2 <b>Jennifer (3)</b> 57:23;89:3;94:12 <b>Jenny (1)</b> 65:19 <b>job (1)</b> 42:11 <b>join (1)</b> 80:12 <b>joining (2)</b> 68:2;69:18 <b>joint (1)</b> 8:13 <b>journalist (1)</b> 7:10 <b>judicial (1)</b> 84:16 <b>July (1)</b> 44:16 <b>June (4)</b> 34:17;38:21;39:11; 49:11 <b>junior (2)</b> 64:18;69:7	12:9;16:11;17:19; 18:23;29:13,15,16, 20;43:9,13;50:13,23; 53:19;55:4;56:15; 77:6;92:11 <b>kindergarten (2)</b> 13:17;22:16 <b>kindergartner (1)</b> 7:7 <b>knock (1)</b> 33:19 <b>knowing (4)</b> 27:13;48:3;66:12; 75:13 <b>knowledge (1)</b> 71:13 <b>known (3)</b> 52:21;66:14;86:15 <b>knows (1)</b> 51:23	<b>leader (1)</b> 30:3 <b>leadership (1)</b> 95:7 <b>leading (1)</b> 30:4 <b>leaking (1)</b> 37:15 <b>learn (2)</b> 13:9;41:16 <b>learned (2)</b> 10:5;52:11 <b>Learning (5)</b> 17:1;73:20;75:4; 77:15;87:10 <b>least (1)</b> 22:9 <b>leave (3)</b> 31:13;64:20;67:4 <b>leaves (1)</b> 78:18 <b>led (1)</b> 53:19 <b>left (4)</b> 27:5;34:25;35:1; 63:8 <b>legal (2)</b> 84:18,22 <b>legislation (4)</b> 74:15;75:6;77:18; 90:12 <b>legislative (1)</b> 11:21 <b>legislature (4)</b> 70:24;72:3,21;85:7 <b>length (3)</b> 33:9;51:8,12 <b>less (2)</b> 30:22;42:18 <b>letter (5)</b> 26:21;40:6,16,18, 20 <b>level (9)</b> 12:7;18:15;41:11; 42:3;62:21,21,25; 63:1;64:13 <b>LEVELS (3)</b> 62:11,14;87:12 <b>liaison (4)</b> 9:9;21:9;27:21; 30:9 <b>liberal (1)</b> 71:6 <b>licensed (2)</b> 57:12;58:14 <b>Licensure (9)</b> 33:10;34:17;49:11; 54:8,10;55:16;56:3, 10,20 <b>life (1)</b> 81:8 <b>lifetime (1)</b> 37:21	<b>light (2)</b> 31:23;32:7 <b>likely (1)</b> 81:7 <b>likewise (1)</b> 33:17 <b>limit (2)</b> 47:22;58:2 <b>limitation (2)</b> 58:5;59:13 <b>limited (1)</b> 15:15 <b>limiting (4)</b> 17:12;59:8,21; 60:10 <b>Lisa (2)</b> 50:16;58:12 <b>list (1)</b> 11:5 <b>listed (1)</b> 58:11 <b>listen (1)</b> 27:7 <b>literacy (2)</b> 12:19;13:6 <b>literally (1)</b> 71:18 <b>litigation (2)</b> 84:10;85:2 <b>Little (20)</b> 7:11,20;8:4,5;9:9, 19;13:10;14:12; 17:17;43:12;46:21, 22;51:21;53:10; 71:21;81:24;82:23, 25;97:4,7 <b>live (2)</b> 5:21;71:16 <b>lives (1)</b> 51:21 <b>LOAD (2)</b> 92:2,5 <b>local (1)</b> 38:3 <b>located (1)</b> 14:3 <b>locations (2)</b> 13:23,24 <b>long (5)</b> 42:4;44:21;62:5; 82:17;97:1 <b>longer (6)</b> 66:20;70:24;75:10; 90:11,16,22 <b>long-term (1)</b> 57:9 <b>look (12)</b> 21:24;32:17;53:19; 54:15;58:19,24;65:6, 7;73:3;81:20,21;91:7 <b>looked (3)</b> 17:6;53:22;54:25 <b>looking (7)</b>
<b>introduce (1)</b> 7:4 <b>introducing (1)</b> 5:13 <b>investigate (1)</b> 79:1 <b>investigated (1)</b> 78:24 <b>invite (1)</b> 96:9 <b>involved (2)</b> 37:13;98:1 <b>INVOLVEMENT (3)</b> 93:24;94:2,7 <b>involving (1)</b> 51:18 <b>irregularities (1)</b> 30:16 <b>irrelevant (2)</b> 39:23;40:17 <b>ish (2)</b> 79:24,25 <b>islands (1)</b> 11:24 <b>issue (9)</b> 15:19;19:13,17; 20:5,6;40:15;42:12; 49:5;59:11 <b>issues (3)</b> 42:7;46:17;69:1 <b>item (18)</b> 4:6;8:10;11:1,4; 24:23;25:5,10;33:9; 34:23;35:9,23;48:15, 18,24;64:3;69:24; 86:8;94:12 <b>items (3)</b> 11:18;24:23;36:6 <b>Ivy (1)</b> 55:17	<b>K</b> <b>Kaminar (11)</b> 4:9,24,25;5:12;7:2, 14,25;8:10;9:11,18; 10:21 <b>Kay (1)</b> 11:2 <b>keep (4)</b> 29:9;30:2;58:6; 59:1 <b>keeping (2)</b> 83:20;94:21 <b>Kelicia (1)</b> 67:22 <b>Kelly (1)</b> 49:8 <b>kept (1)</b> 81:5 <b>Key (25)</b> 5:1;9:21;10:23; 15:7,21;16:24;17:15; 25:6;33:17;34:24; 40:5,23;45:4,23;72:6, 15;73:8,11,18;79:13, 16,25;84:4,7;97:23 <b>kicks (1)</b> 83:3 <b>kid (1)</b> 80:18 <b>kids (14)</b> 4:17;22:15;50:15, 21;51:23;52:12,16; 71:17,17;77:1;79:20; 80:24;81:4,12 <b>kind (17)</b>	<b>L</b> <b>lack (2)</b> 16:7;42:25 <b>Ladies (1)</b> 5:1 <b>lady (1)</b> 51:19 <b>laid (1)</b> 63:11 <b>Lance (1)</b> 9:3 <b>language (3)</b> 21:5;71:1;84:25 <b>large (2)</b> 71:22;93:17 <b>larger (1)</b> 18:5 <b>largest (2)</b> 79:17,21 <b>LaShannon (1)</b> 97:15 <b>last (11)</b> 8:1;28:22;42:2; 72:9;86:12;89:5,11, 14;92:4,20;95:4 <b>last-minute (1)</b> 50:11 <b>late (2)</b> 50:12;73:5 <b>later (3)</b> 38:24;48:20;60:13 <b>latest (1)</b> 79:19 <b>law (12)</b> 55:24;56:10;71:11, 18;74:12;79:2;90:15; 91:3,3,11,13;93:1 <b>lawsuit (1)</b> 37:14 <b>lawyers (1)</b> 84:11	<b>leader (1)</b> 30:3 <b>leadership (1)</b> 95:7 <b>leading (1)</b> 30:4 <b>leaking (1)</b> 37:15 <b>learn (2)</b> 13:9;41:16 <b>learned (2)</b> 10:5;52:11 <b>Learning (5)</b> 17:1;73:20;75:4; 77:15;87:10 <b>least (1)</b> 22:9 <b>leave (3)</b> 31:13;64:20;67:4 <b>leaves (1)</b> 78:18 <b>led (1)</b> 53:19 <b>left (4)</b> 27:5;34:25;35:1; 63:8 <b>legal (2)</b> 84:18,22 <b>legislation (4)</b> 74:15;75:6;77:18; 90:12 <b>legislative (1)</b> 11:21 <b>legislature (4)</b> 70:24;72:3,21;85:7 <b>length (3)</b> 33:9;51:8,12 <b>less (2)</b> 30:22;42:18 <b>letter (5)</b> 26:21;40:6,16,18, 20 <b>level (9)</b> 12:7;18:15;41:11; 42:3;62:21,21,25; 63:1;64:13 <b>LEVELS (3)</b> 62:11,14;87:12 <b>liaison (4)</b> 9:9;21:9;27:21; 30:9 <b>liberal (1)</b> 71:6 <b>licensed (2)</b> 57:12;58:14 <b>Licensure (9)</b> 33:10;34:17;49:11; 54:8,10;55:16;56:3, 10,20 <b>life (1)</b> 81:8 <b>lifetime (1)</b> 37:21	<b>light (2)</b> 31:23;32:7 <b>likely (1)</b> 81:7 <b>likewise (1)</b> 33:17 <b>limit (2)</b> 47:22;58:2 <b>limitation (2)</b> 58:5;59:13 <b>limited (1)</b> 15:15 <b>limiting (4)</b> 17:12;59:8,21; 60:10 <b>Lisa (2)</b> 50:16;58:12 <b>list (1)</b> 11:5 <b>listed (1)</b> 58:11 <b>listen (1)</b> 27:7 <b>literacy (2)</b> 12:19;13:6 <b>literally (1)</b> 71:18 <b>litigation (2)</b> 84:10;85:2 <b>Little (20)</b> 7:11,20;8:4,5;9:9, 19;13:10;14:12; 17:17;43:12;46:21, 22;51:21;53:10; 71:21;81:24;82:23, 25;97:4,7 <b>live (2)</b> 5:21;71:16 <b>lives (1)</b> 51:21 <b>LOAD (2)</b> 92:2,5 <b>local (1)</b> 38:3 <b>located (1)</b> 14:3 <b>locations (2)</b> 13:23,24 <b>long (5)</b> 42:4;44:21;62:5; 82:17;97:1 <b>longer (6)</b> 66:20;70:24;75:10; 90:11,16,22 <b>long-term (1)</b> 57:9 <b>look (12)</b> 21:24;32:17;53:19; 54:15;58:19,24;65:6, 7;73:3;81:20,21;91:7 <b>looked (3)</b> 17:6;53:22;54:25 <b>looking (7)</b>
<b>J</b>				
<b>Jacks (1)</b> 10:4 <b>Jacksonville (1)</b> 7:8 <b>JAG (1)</b> 52:23 <b>January (1)</b> 39:8 <b>Jazzmyn (3)</b>	<b>kicks (1)</b> 83:3 <b>kid (1)</b> 80:18 <b>kids (14)</b> 4:17;22:15;50:15, 21;51:23;52:12,16; 71:17,17;77:1;79:20; 80:24;81:4,12 <b>kind (17)</b>	<b>last-minute (1)</b> 50:11 <b>late (2)</b> 50:12;73:5 <b>later (3)</b> 38:24;48:20;60:13 <b>latest (1)</b> 79:19 <b>law (12)</b> 55:24;56:10;71:11, 18;74:12;79:2;90:15; 91:3,3,11,13;93:1 <b>lawsuit (1)</b> 37:14 <b>lawyers (1)</b> 84:11	<b>leader (1)</b> 30:3 <b>leadership (1)</b> 95:7 <b>leading (1)</b> 30:4 <b>leaking (1)</b> 37:15 <b>learn (2)</b> 13:9;41:16 <b>learned (2)</b> 10:5;52:11 <b>Learning (5)</b> 17:1;73:20;75:4; 77:15;87:10 <b>least (1)</b> 22:9 <b>leave (3)</b> 31:13;64:20;67:4 <b>leaves (1)</b> 78:18 <b>led (1)</b> 53:19 <b>left (4)</b> 27:5;34:25;35:1; 63:8 <b>legal (2)</b> 84:18,22 <b>legislation (4)</b> 74:15;75:6;77:18; 90:12 <b>legislative (1)</b> 11:21 <b>legislature (4)</b> 70:24;72:3,21;85:7 <b>length (3)</b> 33:9;51:8,12 <b>less (2)</b> 30:22;42:18 <b>letter (5)</b> 26:21;40:6,16,18, 20 <b>level (9)</b> 12:7;18:15;41:11; 42:3;62:21,21,25; 63:1;64:13 <b>LEVELS (3)</b> 62:11,14;87:12 <b>liaison (4)</b> 9:9;21:9;27:21; 30:9 <b>liberal (1)</b> 71:6 <b>licensed (2)</b> 57:12;58:14 <b>Licensure (9)</b> 33:10;34:17;49:11; 54:8,10;55:16;56:3, 10,20 <b>life (1)</b> 81:8 <b>lifetime (1)</b> 37:21	<b>light (2)</b> 31:23;32:7 <b>likely (1)</b> 81:7 <b>likewise (1)</b> 33:17 <b>limit (2)</b> 47:22;58:2 <b>limitation (2)</b> 58:5;59:13 <b>limited (1)</b> 15:15 <b>limiting (4)</b> 17:12;59:8,21; 60:10 <b>Lisa (2)</b> 50:16;58:12 <b>list (1)</b> 11:5 <b>listed (1)</b> 58:11 <b>listen (1)</b> 27:7 <b>literacy (2)</b> 12:19;13:6 <b>literally (1)</b> 71:18 <b>litigation (2)</b> 84:10;85:2 <b>Little (20)</b> 7:11,20;8:4,5;9:9, 19;13:10;14:12; 17:17;43:12;46:21, 22;51:21;53:10; 71:21;81:24;82:23, 25;97:4,7 <b>live (2)</b> 5:21;71:16 <b>lives (1)</b> 51:21 <b>LOAD (2)</b> 92:2,5 <b>local (1)</b> 38:3 <b>located (1)</b> 14:3 <b>locations (2)</b> 13:23,24 <b>long (5)</b> 42:4;44:21;62:5; 82:17;97:1 <b>longer (6)</b> 66:20;70:24;75:10; 90:11,16,22 <b>long-term (1)</b> 57:9 <b>look (12)</b> 21:24;32:17;53:19; 54:15;58:19,24;65:6, 7;73:3;81:20,21;91:7 <b>looked (3)</b> 17:6;53:22;54:25 <b>looking (7)</b>

12:21;17:25;32:8; 51:1;54:18;74:7; 94:11 <b>Lori (2)</b> 45:19;97:11 <b>lose (1)</b> 50:14 <b>lost (2)</b> 43:4,5 <b>lot (19)</b> 11:13;14:12;16:12; 18:10;23:3;33:14; 37:15;22:46;22; 51:23;52:19;55:6; 57:13;59:3;63:1; 72:9;74:11;79:3; 87:20 <b>lots (1)</b> 54:13 <b>love (1)</b> 51:22 <b>low (6)</b> 26:15;22:42;15; 43:12,15,22 <b>lower (1)</b> 55:3 <b>luck (4)</b> 32:16;44:23;48:7; 67:16 <b>lunch (6)</b> 24:22;33:19;35:6; 14:48;10:12	<b>many (21)</b> 5:3;9:13;18:8,13; 19:23;28:6,7,19,21; 37:23,24;54:10; 74:23,23,25;75:2; 79:14;82:3,12,13; 88:10 <b>map (4)</b> 11:5,18;13:2;14:8 <b>mark (1)</b> 79:22 <b>marked (1)</b> 11:8 <b>Mary (1)</b> 11:2 <b>Mason (1)</b> 97:15 <b>Masters (3)</b> 27:12,13;50:21 <b>materials (1)</b> 24:21 <b>math (4)</b> 51:1;52:9;70:22; 86:25 <b>mathematics (2)</b> 31:2;86:6 <b>matter (1)</b> 28:9 <b>matters (1)</b> 29:1 <b>Maumelle (1)</b> 8:2 <b>Maverick (1)</b> 7:14 <b>maximum (1)</b> 64:13 <b>may (17)</b> 4:10;7:3;8:25; 16:21;17:8;18:17; 20:10;22:14,15; 23:14;36:5;55:24; 58:1,8;83:6;84:9; 91:7 <b>maybe (15)</b> 5:6;13:12,18;15:2; 16:21;18:25;19:15; 23:5;40:12;41:3; 43:6;57:15;58:3; 65:7;74:9 <b>McKinney (17)</b> 11:2,6,10,11;15:5; 7,20,23;17:14,23; 19:10;20:8;21:7; 23:18,25;24:13,16 <b>McLaughlin (14)</b> 4:11,18,20;33:5,7, 10,13;34:2,3;35:2,5; 49:6,7,8 <b>mean (18)</b> 15:9,19;26:19; 28:20,20,23;30:13; 44:7;59:12;71:6; 72:6,8,14,18;74:10;	82:23;90:21,24 <b>meaning (2)</b> 72:11,11 <b>meanings (1)</b> 72:10 <b>means (2)</b> 14:21;80:10 <b>meantime (1)</b> 42:10 <b>measurable (1)</b> 72:9 <b>meeting (9)</b> 25:11;27:7;40:20; 52:10;63:4,8;88:12; 95:6;96:7 <b>meets (1)</b> 10:7 <b>Melbourne (1)</b> 47:13 <b>Melissa (2)</b> 7:19;10:4 <b>member (4)</b> 6:10;37:20,21;63:7 <b>members (12)</b> 6:3,7;26:8,9;31:13; 64:8;65:17;82:8; 88:7;97:5,8,17 <b>Mena (1)</b> 76:21 <b>mental (1)</b> 96:5 <b>mentioned (2)</b> 45:18;51:19 <b>mentoring (2)</b> 18:22,23 <b>mercy (2)</b> 38:18,19 <b>message (2)</b> 25:17;46:14 <b>messenger (1)</b> 23:13 <b>met (2)</b> 12:11;56:20 <b>meter (1)</b> 38:4 <b>method (1)</b> 78:15 <b>Michael (1)</b> 97:15 <b>microphone (1)</b> 53:14 <b>might (9)</b> 12:25;17:7;48:3; 54:14;56:5;59:9; 73:19;85:3,5 <b>MILITARY (24)</b> 4:3,3,7;5:2,4,13,19, 21,23,24;6:1,4,8,12, 15,16;7:4;8:14;9:17; 10:2,9,12,22;80:20 <b>millage (2)</b> 44:16;48:7 <b>million (2)</b>	11:19;14:22 <b>mind (5)</b> 29:9;30:2;58:7; 59:1;94:24 <b>mindset (1)</b> 43:21 <b>minimal (1)</b> 42:24 <b>minor (2)</b> 70:8;94:10 <b>minority (3)</b> 42:22;81:14,16 <b>minutes (4)</b> 34:6,7,8;50:5 <b>misinterpreted (1)</b> 40:7 <b>miss (1)</b> 52:19 <b>mission (1)</b> 16:19 <b>misunderstand (1)</b> 23:14 <b>misunderstood (1)</b> 37:2 <b>mode (1)</b> 29:13 <b>molded (1)</b> 52:25 <b>mom (1)</b> 5:5 <b>moment (1)</b> 76:7 <b>MOMENTS (1)</b> 31:21 <b>Monday (1)</b> 39:10 <b>money (10)</b> 15:8;18:9;22:9,10, 12,17,21;23:4,5,12 <b>MONITORING (2)</b> 86:1,20 <b>MONTESSORI (2)</b> 24:19;25:14 <b>MONTH (7)</b> 4:2,3,7;5:2;6:11, 16,16 <b>months (2)</b> 28:23;64:11 <b>More (51)</b> 5:16,19;9:13;10:2; 13:9,14,14,19;14:7; 15:8,14;16:1;17:19; 18:6,9,10,14,21; 19:15;20:23;22:24; 23:1,4;31:1;32:1,1; 36:1;41:3,16;53:16, 18,22,23;54:10;59:3, 5,5,9,10;62:2;63:6; 65:7;71:16;75:16; 79:4;82:13;84:9; 85:5;95:9,18,25 <b>morning (3)</b> 11:5;38:6;48:16	<b>most (3)</b> 43:21,23;77:21 <b>mostly (1)</b> 42:8 <b>mother (2)</b> 7:9,19 <b>motion (40)</b> 6:17,20;23:23; 24:1,5;31:14,16,19, 22;32:10;35:16;45:1; 46:4;61:1,2,15,19; 63:13,16;67:8,15; 68:12,14;69:2,12; 82:21;85:10,16; 87:23;88:2;89:21,23; 91:17,21;93:9;96:13, 18;98:9,13,19 <b>Move (23)</b> 6:19;24:2;29:6; 31:23;32:7;35:9,10, 13;46:1;47:13;61:16; 62:16;63:15;67:5,19; 68:13;85:11;86:8; 89:22;91:19;93:7; 96:15;98:15 <b>moved (4)</b> 31:15;43:8;87:25; 90:14 <b>moving (3)</b> 10:8,12;65:5 <b>Mrs (1)</b> 67:21 <b>much (22)</b> 5:5;7:1;11:11; 18:7;24:16;29:2; 30:4,6;33:3;34:3; 38:20;43:11;48:5; 51:9;52:14;55:2; 59:5,5;77:11;83:22; 91:2;97:11 <b>must (1)</b> 71:3 <b>myself (3)</b> 19:20;30:24;83:17
<b>M</b>				<b>N</b>
ma'am (5) 26:8,23;27:20; 52:3,18 <b>maintain (2)</b> 59:13;83:13 <b>Major (6)</b> 8:7,18;42:7,7,12,12 <b>MAJORITY (5)</b> 24:8;67:11;68:18; 69:14;85:19 <b>Ma'Kenzie (1)</b> 8:1 <b>makes (3)</b> 46:18;82:24;83:22 <b>make-up (3)</b> 37:10,11;40:16 <b>making (8)</b> 4:10;10:2;12:14; 25:18;41:15;73:3; 81:12;96:5 <b>MALE (1)</b> 34:25 <b>Maleah (1)</b> 8:4 <b>manager (1)</b> 30:3 <b>MANDATORY (4)</b> 90:7,9,10,25				<b>name (3)</b> 29:12;49:7;65:17 <b>National (3)</b> 8:8;9:8;22:20 <b>nation's (2)</b> 6:7;8:20 <b>nationwide (1)</b> 6:11 <b>natural (1)</b> 12:20 <b>nature (1)</b> 12:23 <b>Navy (2)</b> 7:18,23 <b>nearly (1)</b> 38:6



<b>necessarily (2)</b> 74:9;83:14	<b>Noble (1)</b> 42:8	60:22;63:25	6:25;24:9;32:14, 15:46;9:61:24;63:22;	<b>overseas (1)</b> 5:6
<b>necessary (3)</b> 90:12,16;91:13	<b>nodding (1)</b> 23:25	21:16;34:22	67:12;68:20;69:15; 85:20;87:5;88:6;	<b>oversight (3)</b> 31:8;59:5;83:13
<b>necessity (1)</b> 55:14	<b>non (1)</b> 58:13	63:2	90:3;91:25;93:13; 96:22;98:23	<b>overt (1)</b> 64:24
<b>need (30)</b> 14:14;15:1,8; 16:21;17:10;18:20; 21:3;22:1;33:4; 35:10;36:12;44:20; 45:10;50:5,6;51:23; 56:14,16,19;57:4; 65:10;66:5,8,9,13; 72:13;82:11;83:23; 90:22,25	<b>non- (1)</b> 58:13	10:1;49:9;73:5,13	<b>opposes (1)</b> 67:15	<b>Owen (3)</b> 62:16,18,19
<b>needing (1)</b> 60:1	<b>non-core (1)</b> 60:14	<b>Officer (3)</b> 7:17,21;9:9	<b>opposition (3)</b> 34:7;60:22;68:19	<b>Owen's (1)</b> 48:20
<b>needs (5)</b> 15:14,14;16:18; 30:7;63:4	<b>non-district (1)</b> 17:22	<b>old (4)</b> 7:7,15;8:5;38:6	<b>optimistic (1)</b> 20:22	<b>own (1)</b> 58:5
<b>negates (1)</b> 56:8	<b>none (1)</b> 45:16	<b>oldest (1)</b> 7:25	<b>options (3)</b> 45:20;55:20;63:6	<b>Owoh (3)</b> 10:5;55:18;56:23
<b>neglect (2)</b> 44:21;78:22	<b>nonprofits (1)</b> 20:2	<b>ominous (1)</b> 20:14	<b>order (6)</b> 38:14,15;48:13; 56:4;65:2;91:4	<b>P</b>
<b>neglected (1)</b> 81:9	<b>Nora (1)</b> 9:5	<b>once (8)</b> 27:7;29:16;55:2; 60:3;78:8;82:6,9,16	<b>organizations (2)</b> 6:11;15:9	<b>packet (5)</b> 11:13;39:20;40:6; 62:20;70:7
<b>negotiate (1)</b> 16:15	<b>normally (1)</b> 43:10	<b>one (46)</b> 8:10;11:7;14:15; 15:9,24;22:25;29:9; 30:6;31:1;36:5,7,7; 38:8,9,14;39:10,21; 44:13;47:11;50:13; 51:15;53:12,16; 54:25;58:15;59:16; 21:60;23;61:17; 64:16,16;65:6;66:6, 21;70:22;72:10,11, 11;74:25;85:5;90:13; 92:25;95:8,18;96:4; 100:25	<b>organized (1)</b> 21:21	<b>packets (1)</b> 40:17
<b>neighboring (1)</b> 54:25	<b>North (1)</b> 13:9	<b>ones (1)</b> 12:6	<b>original (1)</b> 61:1	<b>pages (2)</b> 16:1,2
<b>new (23)</b> 11:17;31:8,9,10, 25;32:2;55:15,24; 56:4,21;57:16;65:6; 66:9;73:9;74:15,22; 75:5;77:17;83:20; 87:4,8,12;92:8	<b>northwest (2)</b> 14:1,2	<b>ongoing (1)</b> 31:24	<b>originally (3)</b> 40:11;75:12;92:7	<b>pain (1)</b> 47:14
<b>newly (1)</b> 53:10	<b>note (7)</b> 11:3;29:5;53:13; 63:7;67:14;95:23; 96:5	<b>online (3)</b> 28:2;62:24;75:3	<b>others (1)</b> 51:7	<b>Panel (12)</b> 25:11,15,17;26:6,9, 9,12,14;27:4,8;28:13; 30:18
<b>news (1)</b> 9:22	<b>noted (1)</b> 17:4	<b>only (8)</b> 5:4;11:16;26:8; 27:10;40:15;60:12; 66:25;94:10	<b>otherwise (1)</b> 86:14	<b>PANEL'S (1)</b> 24:17
<b>Newton (36)</b> 26:3,4,18,22,25; 41:19,21;46:3,5;54:6, 7,17;57:17,18;61:16; 63:15,17;68:5;70:16; 78:4,5;80:3;81:11; 85:15,17;89:22,23; 90:19,20;91:9,14,19, 21;92:19,20;93:5	<b>Notice (4)</b> 73:21;74:1,7;76:2	<b>onto (2)</b> 21:25;57:9	<b>Ouachita (1)</b> 17:25	<b>paper (1)</b> 16:18
<b>Newton's (1)</b> 55:13	<b>noticed (1)</b> 25:17	<b>open (4)</b> 57:6,13;89:7;95:19	<b>out (40)</b> 7:21;11:17;12:18; 13:23;14:11;16:4; 18:23;20:4;21:3; 22:10,12;23:4;27:16; 28:11;31:25;33:19; 37:1,5;38:4;39:11; 41:25;42:9;50:10; 55:5,19;63:11;65:5; 66:10;70:21;72:12; 73:13,21;77:8;81:1; 82:5,10;89:7;92:8; 94:14;96:9	<b>parent (18)</b> 70:19,25;71:3,7,9; 74:3,4,12,15,18,20, 24;76:2,17;77:16,19; 78:18,22
<b>next (19)</b> 10:25;14:23;20:23; 21:8,10;30:12,23; 38:8;39:10,12;54:17; 66:1,69;24;86:8; 88:25;90:8;94:1; 95:9;96:6	<b>NTF (1)</b> 96:2	<b>OPEN-ENROLLMENT (3)</b> 33:23;34:12;49:2	<b>outcomes (1)</b> 26:12	<b>parental (5)</b> 5:25;93:24;94:2,7; 95:3
<b>night (7)</b> 72:9;86:12;89:5, 11,14;92:20;95:4	<b>number (5)</b> 18:1,20;30:14; 33:17;98:1	<b>opening (1)</b> 50:19	<b>outdoor (2)</b> 12:24;13:1	<b>parents (17)</b> 43:13;71:18,22; 73:21;74:1;75:2; 76:21,24;77:14,23; 78:7;80:4,21;81:3, 12;83:20;85:5
	<b>numbers (1)</b> 30:25	<b>operate (2)</b> 42:17;47:23	<b>outset (1)</b> 45:18	<b>parent's (4)</b> 77:2;78:8,15;80:14
	<b>O</b>	<b>operationally (1)</b> 28:25	<b>outside (1)</b> 82:9	<b>part (12)</b> 10:15,15;17:4; 18:25;22:17;51:20; 60:8;74:22;77:17; 90:13;92:6;98:1
	<b>objectives (1)</b> 14:17	<b>opinion (1)</b> 73:19	<b>over (19)</b> 4:8;24:22;26:1; 28:22;34:2;39:3; 49:6;51:7;62:15; 63:9;64:6;68:4;69:2; 86:12;87:21,22;94:3; 96:3,12	<b>partial (1)</b> 58:8
	<b>obligation (1)</b> 23:8	<b>opportunities (3)</b> 17:7;20:23;57:16	<b>overall (1)</b> 25:17	<b>participate (4)</b> 74:20;75:11,14; 76:13
	<b>obliged (1)</b> 76:12	<b>opportunity (7)</b> 10:10;15:12;16:25; 22:23;43:17;76:24; 96:6	<b>overcome (1)</b> 17:11	<b>particular (7)</b> 50:13;57:2,20; 58:13;78:11;95:2;
	<b>observe (1)</b> 5:2	<b>Opposed (18)</b>		
	<b>obvious (1)</b> 16:8			
	<b>obviously (5)</b> 17:6;28:21;59:20; 62:25;66:6			
	<b>off (5)</b> 30:24;43:8;46:20;			

96:10 <b>partner (1)</b> 15:9 <b>partnering (2)</b> 13:11;15:10 <b>partners (2)</b> 21:21,22 <b>partnership (1)</b> 13:8 <b>parts (3)</b> 15:13;17:3,13 <b>passed (4)</b> 37:20;39:22;61:12; 72:25 <b>past (5)</b> 39:8;74:2,7;78:5; 92:24 <b>path (2)</b> 57:8,10 <b>pay (1)</b> 80:11 <b>PD (1)</b> 27:17 <b>peer (2)</b> 19:1,2 <b>Peloquin (1)</b> 9:6 <b>pending (1)</b> 70:10 <b>people (21)</b> 16:10,16;20:12,23; 23:7,9,10,14;27:22; 28:6,10;43:7;50:11; 51:3;54:11;55:5; 59:19;70:17;85:4; 91:7,12 <b>people's (1)</b> 90:4 <b>per (2)</b> 43:5;96:4 <b>percent (3)</b> 18:10;32:3,6 <b>percentage (1)</b> 79:7 <b>perfect (1)</b> 46:19 <b>performance (1)</b> 29:2 <b>period (3)</b> 60:17;74:17;77:8 <b>periods (1)</b> 56:1 <b>permanent (1)</b> 83:15 <b>person (4)</b> 30:19;50:13;72:11; 90:5 <b>personal (1)</b> 81:2 <b>perspective (3)</b> 41:5;56:11;96:10 <b>petition (2)</b> 34:11,16	<b>Petty (2)</b> 7:17,21 <b>Pfeffer (4)</b> 55:12,17,17;57:4 <b>phase (1)</b> 18:17 <b>Philander (1)</b> 8:3 <b>phone (2)</b> 67:22;68:7 <b>photo (3)</b> 7:10;10:19,22 <b>pick (3)</b> 48:10;49:4;55:13 <b>piece (4)</b> 11:19;14:15;27:5; 75:6 <b>pieces (4)</b> 15:24;74:15;77:18, 18 <b>pilot (1)</b> 17:2 <b>place (8)</b> 12:25;44:20;77:13, 20,24;83:6,23;84:1 <b>placed (2)</b> 83:23;97:17 <b>placement (1)</b> 77:12 <b>places (5)</b> 22:22;24:14,15; 74:3,4 <b>plan (12)</b> 29:15,16,19,22; 44:7,11,14,18;54:22, 22,24;94:17 <b>planning (1)</b> 13:23 <b>plans (9)</b> 34:22;44:1;86:2, 21,21,22;93:24;94:2, 7 <b>play (2)</b> 12:24;21:22 <b>playground (2)</b> 12:20,22 <b>playgrounds (1)</b> 12:21 <b>playing (1)</b> 76:25 <b>please (5)</b> 7:6;23:16;32:18; 36:16;88:8 <b>pleasure (1)</b> 8:11 <b>pledge (1)</b> 56:17 <b>plus (2)</b> 14:7;81:22 <b>pm (5)</b> 48:12;63:8,25; 64:1;99:5 <b>point (17)</b>	5:8;7:21;50:17; 55:13;62:1;70:24; 73:16;75:14;80:2; 82:7,12,16;83:1; 84:10,16;85:1;95:10 <b>pointed (2)</b> 31:25;42:9 <b>Poore (1)</b> 97:24 <b>pop (1)</b> 60:5 <b>population (2)</b> 43:3,11 <b>portfolio (1)</b> 83:21 <b>portfolios (1)</b> 77:17 <b>portions (1)</b> 87:3 <b>position (4)</b> 53:12,16;60:11; 61:17 <b>positions (1)</b> 56:2 <b>possibilities (1)</b> 57:1 <b>possibility (1)</b> 59:8 <b>possible (2)</b> 16:21;56:13 <b>possibly (1)</b> 11:23 <b>posted (1)</b> 27:8 <b>pot (1)</b> 18:24 <b>potential (1)</b> 57:14 <b>practice (1)</b> 56:14 <b>Praxis (1)</b> 50:22 <b>pre- (1)</b> 15:8 <b>prefer (1)</b> 53:4 <b>pre-k (11)</b> 15:14,14;20:4; 21:14,19;22:11,15, 15,22;23:2,6 <b>prepared (6)</b> 5:10;11:12;19:25; 22:16;35:6;83:9 <b>preschool (1)</b> 7:16 <b>presence (1)</b> 5:14 <b>present (5)</b> 20:1;37:3,4;57:16; 83:4 <b>presentation (3)</b> 33:14;34:6;49:14 <b>presented (2)</b>	9:1;58:1 <b>president (1)</b> 25:22 <b>pretty (7)</b> 30:4,6;33:18; 43:11;44:6;51:9; 97:11 <b>prevent (1)</b> 13:19 <b>previous (4)</b> 25:11;29:8,8;86:15 <b>principal (6)</b> 29:25;30:23;34:19; 49:14;50:3,8 <b>priority (1)</b> 21:13 <b>private (4)</b> 18:1;23:5;66:19,22 <b>probably (11)</b> 14:7;20:9,18; 33:13;42:15;50:6; 55:23;57:12;70:18; 81:14;84:19 <b>probationary (1)</b> 25:14 <b>problems (2)</b> 52:12,17 <b>procedures (2)</b> 64:7,23 <b>proceed (1)</b> 73:6 <b>process (17)</b> 12:2,6;16:23; 18:15;19:1;20:13,15, 16,25;21:5;31:2; 51:15;56:5,9;61:9; 73:11;96:5 <b>profession (1)</b> 57:9 <b>professional (3)</b> 11:15;17:1;43:12 <b>profound (1)</b> 5:17 <b>program (15)</b> 8:13;11:1;12:5,12; 13:25;16:11;19:16; 24:3;27:23;29:22; 41:14;47:18;52:23; 86:4,24 <b>Programs (11)</b> 9:7;12:22;13:12, 13;14:8,19,25;18:2,8; 23:24;75:5 <b>progress (2)</b> 12:15;25:18 <b>projecting (1)</b> 66:1 <b>proof (1)</b> 22:14 <b>proper (1)</b> 45:1 <b>proposal (2)</b> 12:9;63:11	<b>proposals (3)</b> 17:18,20;19:18 <b>proposed (5)</b> 24:2;85:24;88:22; 92:1;93:23 <b>protect (1)</b> 61:10 <b>proud (1)</b> 6:9 <b>provide (16)</b> 16:20;19:3;70:19; 71:3,7;72:4,14; 74:22;77:19,23; 78:17;82:17;83:2; 84:3,6,9 <b>provided (6)</b> 8:21;71:10,23; 72:19;82:18;87:12 <b>providing (6)</b> 28:10;71:8,19; 74:21,25;77:15 <b>public (57)</b> 5:20;13:20;18:2; 26:10,14;34:12; 66:18;70:5,6;73:13; 75:17,21,24,24;76:9; 77:5,6;81:23;82:14; 83:3,10,18;85:24; 86:3,18,22;87:14,24; 88:8,12,14,16,18,22, 23;89:7,9,10,22;90:4, 6,17;91:17,19;92:1, 13;93:7,17,18,23; 94:9,9,15,17;96:9,14, 16 <b>pull (1)</b> 68:21 <b>pulled (3)</b> 52:8;83:1;92:8 <b>pulls (1)</b> 50:20 <b>purely (1)</b> 93:2 <b>PURPLE (5)</b> 4:4;8:12,17,20,21 <b>purpose (1)</b> 14:16 <b>pursue (1)</b> 84:13 <b>purview (1)</b> 82:20 <b>push (1)</b> 15:11 <b>put (8)</b> 17:10;19:16,23; 37:12;65:1;72:12; 83:18;84:2 <b>putting (4)</b> 19:18;75:16,20; 83:5
<b>Q</b>				

<b>Q&amp;A (1)</b> 34:9 <b>qualifications (1)</b> 12:17 <b>quality (7)</b> 11:23;15:14;17:20; 22:11,14,22;23:6 <b>quick (2)</b> 10:19;54:7 <b>quickly (1)</b> 47:17 <b>quite (2)</b> 79:14;93:18	<b>receive (2)</b> 8:21;17:24 <b>received (3)</b> 40:6;70:5;94:9 <b>recent (2)</b> 16:25;54:9 <b>recently (2)</b> 52:10;58:22 <b>RECOGNITION (1)</b> 4:3 <b>recognitions (1)</b> 4:8 <b>RECOGNIZE (7)</b> 4:2,6;5:3;6:11; 8:18;9:3;10:4 <b>recognized (1)</b> 8:24 <b>recognizes (1)</b> 6:14 <b>recognizing (1)</b> 6:15 <b>recommendation (2)</b> 39:18;47:2 <b>recommends (1)</b> 97:16 <b>record (8)</b> 11:9;24:11;36:22; 49:23;60:8;63:25; 64:1;67:14 <b>records (2)</b> 81:5;83:21 <b>recruitment (3)</b> 54:22;55:6,11 <b>re-enlisted (1)</b> 7:22 <b>reference (1)</b> 65:4 <b>referred (1)</b> 86:16 <b>reflective (1)</b> 42:14 <b>regarding (2)</b> 90:13;92:9 <b>Regina (1)</b> 7:10 <b>regret (1)</b> 11:11 <b>regular (1)</b> 81:23 <b>Reinhart (1)</b> 10:4 <b>REINSTATEMENT (3)</b> 64:2;67:6;68:13 <b>Reinstatements (1)</b> 64:5 <b>reiterate (1)</b> 80:2 <b>Reith (26)</b> 19:5,6,9;21:7;22:5; 24:2,6;28:15;41:2,3, 9;51:14,15;63:11; 65:22;71:25;89:15; 91:20,22;92:15;	95:14,16,24,25;98:6, 7 <b>relate (2)</b> 14:16,18 <b>related (4)</b> 5:24;9:22;11:4; 17:16 <b>relates (1)</b> 11:1 <b>release (12)</b> 25:15;29:16;86:17; 87:14;89:22;91:18, 19;92:13;93:7;94:18; 96:14,15 <b>released (2)</b> 28:1;87:24 <b>relevant (1)</b> 87:6 <b>relinquishing (1)</b> 80:7 <b>remaining (1)</b> 10:15 <b>remind (3)</b> 4:11;29:11;88:7 <b>reminder (3)</b> 25:13,22;34:5 <b>removed (1)</b> 74:12 <b>renewal (1)</b> 59:4 <b>REPEAL (5)</b> 86:1,18;87:3;90:6, 9 <b>repealed (2)</b> 90:13;91:3 <b>replaces (1)</b> 86:15 <b>report (8)</b> 28:10;29:3,5; 41:25;48:21,23; 62:17;63:24 <b>reported (1)</b> 10:6 <b>REPORTER'S (3)</b> 53:13;63:7;95:23 <b>reporting (2)</b> 25:16;31:24 <b>reports (3)</b> 4:12;28:8;32:8 <b>Representatives (1)</b> 34:14 <b>REQUEST (33)</b> 33:23;34:1,35:21, 24;36:5;38:25;40:18, 20,23;45:2,11;49:2, 10;51:8,17;53:11,12, 16;58:2;59:8,13; 60:10,15,19;61:1,2,3, 20;63:14;64:2,4; 65:23;67:3 <b>requested (4)</b> 14:15;36:10;49:12; 56:7	<b>requesting (6)</b> 34:18;40:7;64:17; 70:10;94:14,17 <b>requests (4)</b> 14:13;45:11;64:10; 97:16 <b>require (2)</b> 57:6;91:4 <b>required (9)</b> 36:9;39:6;65:1; 66:21,22;75:9,10; 76:15;93:1 <b>requirements (2)</b> 66:19;75:18 <b>rescind (1)</b> 76:6 <b>research (1)</b> 20:15 <b>researched (1)</b> 40:13 <b>reside (1)</b> 34:13 <b>RESOLUTION (6)</b> 4:2,6;5:9,14;6:18; 9:14 <b>RESOLVED (1)</b> 6:13 <b>resource (1)</b> 30:21 <b>resources (1)</b> 62:24 <b>respond (1)</b> 34:8 <b>responding (1)</b> 95:18 <b>response (3)</b> 15:15,15;17:8 <b>responsibility (17)</b> 9:16;73:23;74:14; 75:20;76:5,7;77:13, 18;78:9;80:8,8,10,14; 82:17;83:2,4,13 <b>responsible (2)</b> 73:25;77:15 <b>rest (1)</b> 81:8 <b>restart (3)</b> 29:13,16;31:7 <b>result (2)</b> 70:9;90:12 <b>results (2)</b> 17:8;29:7 <b>retention (2)</b> 54:22,24 <b>return (3)</b> 48:10;83:22;99:2 <b>review (14)</b> 25:12,12,23,23; 28:9;31:16,17,18,19, 23;32:7;70:11;84:16; 95:17 <b>revising (1)</b> 65:6	<b>revision (2)</b> 60:8;73:11 <b>rewarding (1)</b> 11:22 <b>right (100)</b> 4:21;9:16;10:20, 25;15:4;19:16;20:2; 21:16;23:19,21;24:1, 5,20;25:12,24;26:2; 28:14;29:14;31:7; 32:10,22;33:4,22; 34:21,23;35:16,20; 36:15,16;39:4;42:16, 20;44:22;45:1,20; 46:4,12;47:15,17; 48:6;49:16,17;51:13; 52:13;54:3;57:8,9; 58:19;60:2,4,20,22; 61:14;62:7,9;63:9,16, 23;65:13,14;67:3; 68:9,14;69:21;70:15; 71:4;72:16;74:10; 75:22;76:1,20;77:2; 78:10,15;79:11;80:4, 15,16;82:2;83:1,11; 85:9,16,16,22,23; 88:2,21;89:20;90:19; 93:14;94:19;95:8; 96:8,13,18,25;97:13; 98:8,19 <b>rights (1)</b> 84:5 <b>RISE (1)</b> 27:23 <b>risk (1)</b> 84:9 <b>River (1)</b> 13:3 <b>road (1)</b> 38:4 <b>Robinson (1)</b> 8:8 <b>robotics (6)</b> 48:19;62:10,14,21; 63:1,2 <b>Rock (10)</b> 7:11,20;8:4,6,9;9; 13:10;51:21;71:21; 97:4,7 <b>ROCKBRIDGE (5)</b> 24:19;25:13;27:20; 28:22;29:11 <b>roles (2)</b> 21:23;98:1 <b>Ronald (1)</b> 8:7 <b>roofs (1)</b> 37:15 <b>route (4)</b> 28:4;30:1;53:2,5 <b>routes (1)</b> 54:11 <b>row (1)</b>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

47:25 <b>rule (7)</b> 70:23;84:15;87:4; 89:2;93:3;95:3,24 <b>rules (49)</b> 55:24;56:10,21; 65:2,6;69:22;70:1,3, 10;72:12,19,21; 83:20;84:1;85:12,24; 86:1,2,3,4,13,17,19, 19,21,23,24;87:6,7, 23;88:10,22;89:4; 90:6,8,10,11,11,16; 92:1,4,6,8,11;93:23; 94:2,6,18;96:1 <b>rural (1)</b> 18:6 <b>Russellville (1)</b> 13:10	66:21 <b>schedule (3)</b> 48:20;52:25;55:4 <b>scheduled (1)</b> 88:15 <b>SCHOLARSHIP (6)</b> 64:2,4,11;66:5,17; 67:6 <b>SCHOOL (114)</b> 4:4;7:8;8:2,5,13, 17,21;9:8;13:5,10,20, 25;14:18;17:21; 24:19;25:14;26:6; 28:19;30:3,7;33:20, 24;34:1,4,5,10,14,15; 35:21,24;36:4,9,24; 37:22;38:2,10,11,14, 16;42:3,6;44:9,13; 48:2;49:3,5,8,9;50:1; 52:20;55:4;59:23; 64:13,14,18;65:5; 66:13,14,18,19,22; 67:16;68:23;69:5; 70:20,25;71:17; 74:13,16,18,18,21; 75:1,2,17,18,21;76:9, 12,16,17,19,21;77:5, 6,19,19,25;78:7,19; 79:17,20,20,21;80:6, 11,12,12;81:4,5,22; 82:5,10,16;83:18; 86:2,3,5,20,22,25; 88:24;97:4,7 <b>schooled (2)</b> 79:8;83:17 <b>schools (28)</b> 4:11;5:20;8:18,25; 14:5;18:3;19:24; 21:25;34:13;50:15; 55:1;58:20;59:3; 63:2,5;65:2;69:23; 70:2,4;72:13;75:23, 24,25;77:6,23;82:14; 85:12;88:23 <b>school's (1)</b> 77:12 <b>science (9)</b> 27:14,17;30:5; 48:22;62:10,14,20; 70:23;87:1 <b>SCIENCES (1)</b> 86:6 <b>scope (2)</b> 52:11;53:11 <b>scores (6)</b> 26:15;30:13;41:24; 43:1;86:5,24 <b>Scott (29)</b> 34:19;49:13,25,25; 50:6,15;51:5,11,18; 52:3,7,13,18;53:4,18, 22;54:2,16,19,24; 56:24;59:15;60:4,20;	61:4,7;62:3,6,8 <b>scrutiny (1)</b> 59:3 <b>se (1)</b> 96:4 <b>seats (1)</b> 97:9 <b>Second (41)</b> 6:21,22;7:17;17:1; 18:17;24:4,6;31:20; 32:9,11;35:15,17; 37:5;38:3;46:3,5; 61:18,20;63:18,19; 67:7,9;68:15,16; 69:12;79:17,21; 85:15,17;88:1,3; 89:24,25;91:20,21; 93:8,9;96:17,19; 98:18,20 <b>section (1)</b> 95:7 <b>sections (1)</b> 87:6 <b>seeing (4)</b> 12:21;43:16;68:9, 11 <b>seeking (1)</b> 54:12 <b>seem (3)</b> 15:17;72:12;95:19 <b>seemed (2)</b> 70:18,19 <b>seems (4)</b> 21:13;22:11;31:10; 50:10 <b>seldom (1)</b> 78:20 <b>selecting (1)</b> 21:2 <b>self-amended (1)</b> 61:2 <b>selflessness (1)</b> 5:17 <b>self-limited (1)</b> 61:20 <b>send (3)</b> 70:21;73:4;88:8 <b>sense (4)</b> 17:18;33:8;46:19; 61:11 <b>separate (1)</b> 87:6 <b>September (1)</b> 50:12 <b>Sergeant (2)</b> 7:10;8:7 <b>series (1)</b> 4:7 <b>serve (4)</b> 6:2;12:5;13:25; 34:13 <b>service (7)</b> 6:7;8:1;13:5;66:8,	9,13,15 <b>services (5)</b> 6:3;14:5;19:3; 73:20;78:24 <b>serving (2)</b> 5:17;8:19 <b>SES (1)</b> 43:12 <b>session (2)</b> 11:21;74:7 <b>set (3)</b> 20:23;90:8;93:2 <b>setting (1)</b> 13:1 <b>seven (3)</b> 13:22,24;16:2 <b>several (6)</b> 13:22;37:2;39:8; 50:15;70:17;90:20 <b>severe (1)</b> 44:6 <b>sewer (1)</b> 38:9 <b>shaking (1)</b> 51:5 <b>shall (2)</b> 36:18;49:19 <b>shape (1)</b> 42:11 <b>share (1)</b> 23:7 <b>sheet (1)</b> 70:7 <b>Shenese (1)</b> 9:8 <b>shift (1)</b> 99:2 <b>Shock (2)</b> 27:21;30:9 <b>short (5)</b> 20:20;36:25;41:7, 18;47:22 <b>shot (1)</b> 72:17 <b>show (3)</b> 8:18;13:2;18:16 <b>shutdown (1)</b> 38:13 <b>sick (1)</b> 52:20 <b>side (4)</b> 51:5,5;63:10;68:5 <b>sign (16)</b> 8:21;32:14;46:9; 61:24;63:22;69:15; 80:6;81:3;82:9,16; 88:6;90:3;91:25; 93:13;96:22;98:23 <b>signed (1)</b> 80:22 <b>signing (1)</b> 73:24 <b>signs (1)</b>	14:7 <b>SILENCE (1)</b> 31:21 <b>similar (2)</b> 17:8;64:11 <b>simple (2)</b> 15:25,25 <b>simply (2)</b> 28:9;53:11 <b>sister (1)</b> 8:4 <b>site (1)</b> 71:17 <b>sites (2)</b> 17:22,22 <b>sitting (1)</b> 84:8 <b>situation (7)</b> 43:4;55:23;57:2; 59:21;77:5;82:25; 85:7 <b>situations (2)</b> 56:18;82:15 <b>six (2)</b> 7:7;55:3 <b>six-hour (2)</b> 90:14;91:4 <b>six-year (1)</b> 44:11 <b>SIZE (5)</b> 92:2,5,6,24;93:2 <b>skeleton (1)</b> 47:24 <b>skills (1)</b> 16:13 <b>skill-sets (2)</b> 20:7;21:14 <b>slowly (2)</b> 30:18;31:3 <b>small (4)</b> 37:22;62:22;81:16; 90:13 <b>smaller (1)</b> 18:6 <b>Smith (18)</b> 8:3;27:15;69:7; 73:20,20;75:19,23; 76:2,8,11,15;77:10; 78:20;79:9,15;80:3; 82:19;83:19 <b>smoothly (1)</b> 95:13 <b>snow (5)</b> 37:9,10;38:19; 39:10;40:1 <b>social/emotional (2)</b> 12:19;13:8 <b>socioeconomic (1)</b> 42:15 <b>somebody (1)</b> 50:12 <b>someone (6)</b> 16:15,22;19:2;
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

71:7;80:11;81:7 <b>someplace (1)</b> 43:8 <b>sometimes (3)</b> 19:1;20:11;78:10 <b>somewhat (1)</b> 20:12 <b>somewhere (1)</b> 79:18 <b>soon (1)</b> 7:15 <b>sophomore (1)</b> 8:5 <b>Sorry (9)</b> 19:7,10;35:2;47:6; 52:5;62:5;92:17; 94:11,25 <b>sort (3)</b> 4:15;61:15;76:14 <b>sorts (2)</b> 30:23;58:9 <b>so-to-speak (1)</b> 75:14 <b>sought (1)</b> 36:3 <b>sound (3)</b> 44:6;68:7;79:11 <b>sounds (3)</b> 33:16;57:10;60:7 <b>source (1)</b> 6:2 <b>South (2)</b> 14:2;18:19 <b>southeast (4)</b> 14:14;17:3;38:22; 48:2 <b>sparked (2)</b> 50:14,23 <b>speak (1)</b> 29:14 <b>SPEAKERS (1)</b> 49:21 <b>speaking (2)</b> 46:16,17 <b>special (5)</b> 8:21;9:16;50:18; 58:15;66:15 <b>Specialist (2)</b> 7:18;42:5 <b>specialized (3)</b> 20:7;21:14,23 <b>specific (2)</b> 4:13;26:13 <b>specifically (3)</b> 21:12;58:20,25 <b>spectrum (1)</b> 52:18 <b>SPED (1)</b> 30:18 <b>Spencer (2)</b> 97:15,25 <b>spend (1)</b> 57:8	<b>spent (2)</b> 23:12;86:12 <b>spirit (1)</b> 31:10 <b>spoke (1)</b> 56:24 <b>spoken (1)</b> 97:24 <b>spoon-feed (1)</b> 16:10 <b>spots (1)</b> 51:3 <b>spouse (1)</b> 10:9 <b>spouses (1)</b> 10:12 <b>spread (1)</b> 81:1 <b>spring (3)</b> 39:13;14;47:12 <b>springboard (1)</b> 13:16 <b>Stacy (2)</b> 73:18,20 <b>Staff (7)</b> 7:9;11:14;12:5,16; 47:24;57:23;89:3 <b>stages (1)</b> 21:10 <b>stair-stepper (1)</b> 55:4 <b>stand (5)</b> 7:6;9:24;34:22; 49:17;73:18 <b>standards (20)</b> 14:18;36:4,6,9; 48:19;62:11,15; 63:14;87:9;88:23; 89:1,5;90:14;92:7,12, 21;93:3;95:5,9,21 <b>standing (1)</b> 9:13 <b>STAR (5)</b> 4:4;8:13,17,20,21 <b>stars (1)</b> 14:7 <b>start (10)</b> 7:5;26:1;54:18; 63:9;65:22;68:4; 69:2;70:12;73:9; 93:20 <b>started (2)</b> 7:15;48:15 <b>starting (1)</b> 30:17 <b>state (36)</b> 5:7,7,20,22;6:14; 10:3,13;15:10,13; 17:4,5,13;19:2; 27:18;34:11;60:9; 61:4;62:19,23;63:5; 65:3,17;71:14;74:3, 5;75:1,3;76:3;79:5,8,	21;80:8;82:8;83:2,5; 94:8 <b>statement (1)</b> 73:24 <b>statements (1)</b> 62:23 <b>States (1)</b> 7:18 <b>state's (1)</b> 73:23 <b>statewide (1)</b> 87:9 <b>stationed (1)</b> 8:8 <b>status (3)</b> 25:14,15;83:15 <b>statute (3)</b> 71:1;84:15,25 <b>statutory (1)</b> 84:24 <b>stayed (1)</b> 42:2 <b>STEM (2)</b> 12:19;14:4 <b>stepping (1)</b> 31:11 <b>steps (2)</b> 28:1;44:19 <b>still (13)</b> 22:18;30:19;37:6; 44:19;58:24;60:14; 66:13;68:21;70:19; 71:9;75:9;78:18;91:4 <b>stone (1)</b> 27:5 <b>stopped (1)</b> 41:7 <b>story (2)</b> 42:5;56:13 <b>straightforward (2)</b> 33:15,18 <b>strange (1)</b> 37:11 <b>strong (1)</b> 19:16 <b>stronger (1)</b> 17:19 <b>strongly (1)</b> 30:11 <b>structures (1)</b> 12:23 <b>student (15)</b> 7:19;64:12;71:10; 74:16;77:4,8,10,12, 13,14,20,21;80:21; 87:9,10 <b>students (37)</b> 4:15;8:19;9:17; 30:14;32:1;34:13; 37:24;43:5,6,9,19,22; 52:19;63:6;71:24; 74:6;75:17,18,21; 77:24;78:2,6;79:8;	81:22,23;82:3,4,12, 13;83:6;86:5,25; 90:7;91:1,3,5,8 <b>student's (1)</b> 67:6 <b>study (2)</b> 22:10,20 <b>stuff (1)</b> 52:9 <b>subgroup (1)</b> 42:21 <b>subgroups (1)</b> 43:2 <b>subject (2)</b> 9:10;52:2 <b>subjects (5)</b> 52:9;58:14,21,23; 59:1 <b>submissions (1)</b> 17:2 <b>submit (3)</b> 15:2;37:8;88:16 <b>submitted (4)</b> 12:4;44:11;62:21; 74:1 <b>subs (1)</b> 38:1 <b>substance (1)</b> 87:19 <b>substantive (1)</b> 70:9 <b>SUCCEED (5)</b> 64:2,4,10;66:5,17 <b>successful (1)</b> 29:21 <b>successfully (1)</b> 24:25 <b>suggest (1)</b> 58:6 <b>SUMMARY (1)</b> 24:18 <b>summer (1)</b> 13:5 <b>Superintendent (10)</b> 25:20;27:20;34:19; 36:24;38:23;39:19; 42:7;49:13,25;50:9 <b>superintendents (1)</b> 37:2 <b>support (8)</b> 6:2;9:5;12:19; 30:7;51:25;85:25; 86:14;87:12 <b>supportive (1)</b> 98:2 <b>supposed (3)</b> 33:2;63:3;79:2 <b>SUPT (25)</b> 49:25;50:6;51:5, 11,18;52:3,7,13,18; 53:4,18,22;54:2,16, 19,24;56:24;59:15; 60:4,20;61:4,7;62:3,	6,8 <b>sure (9)</b> 21:4;22:4;28:11; 45:24;57:19;61:12; 66:3;83:5;95:9 <b>surgery (1)</b> 37:7 <b>surrounding (1)</b> 55:8 <b>sustainability (2)</b> 28:24;29:4 <b>swear (6)</b> 34:20;36:12,17; 49:15,18;65:10 <b>sword (1)</b> 18:7 <b>sympathies (1)</b> 41:4 <b>system (11)</b> 12:4;13:15;57:16; 75:21;76:9;82:5,6; 83:18;86:16;87:9,10
<b>T</b>				
<b>TA (1)</b> 16:23 <b>table (2)</b> 35:10,13 <b>tabled (1)</b> 48:16 <b>talk (5)</b> 11:2;19:24;48:14; 55:19;56:23 <b>talked (9)</b> 15:23;16:3;27:11; 56:25;59:15;61:9; 84:12;89:11;95:4 <b>talking (1)</b> 72:9 <b>targeted (1)</b> 12:19 <b>Taskforce (2)</b> 19:21;96:4 <b>Taylor (1)</b> 9:4 <b>teach (2)</b> 27:13;74:6 <b>teacher (19)</b> 11:23;12:11,13; 27:12,16,22;31:1; 33:10;34:16;49:10; 50:16;51:2;53:1,2,3, 6;57:13,20;61:8 <b>teachers (15)</b> 10:9;30:4;32:2,4; 37:23;50:9;51:16,18, 24;54:11,18;55:9; 57:7;75:4;92:10 <b>teaching (5)</b> 50:8;54:12;78:5; 92:2,5 <b>team (3)</b>				

10:5,11,13 <b>technical (2)</b> 16:4,20 <b>technology (2)</b> 37:3,4 <b>teenage (1)</b> 52:22 <b>televised (1)</b> 43:20 <b>ten (2)</b> 16:2;70:21 <b>termite (2)</b> 37:13,14 <b>terms (9)</b> 9:15;21:17;28:25; 29:10;44:3;45:5; 64:22;72:10,10 <b>terrific (1)</b> 22:22 <b>test (3)</b> 30:13,16;75:9 <b>tested (2)</b> 30:15;81:24 <b>testimony (5)</b> 34:22;36:17;49:18; 64:24,25 <b>testing (5)</b> 66:10;81:6,20,21, 22 <b>tests (1)</b> 61:12 <b>thanks (7)</b> 10:10;28:12;29:18; 61:25;65:21;68:2; 78:3 <b>that'll (1)</b> 49:23 <b>theory (1)</b> 84:22 <b>THEREFORE (2)</b> 6:13;12:10 <b>thinking (4)</b> 20:13;21:17;40:11; 84:8 <b>third (3)</b> 38:9;79:17,21 <b>thorough (3)</b> 27:4,9;29:23 <b>though (4)</b> 29:12;30:2;55:6; 75:8 <b>thought (4)</b> 18:15;30:19;52:5; 53:23 <b>thoughts (2)</b> 15:22;41:14 <b>thousand (1)</b> 85:4 <b>three (18)</b> 16:1;23:24;30:22; 36:10;37:17,19; 38:17,20;39:1,21,25; 40:10,15;42:6;45:8,	21;46:2;47:25 <b>three-hour (1)</b> 91:5 <b>throes (1)</b> 95:5 <b>tied (1)</b> 51:20 <b>time-consuming (2)</b> 20:15,16 <b>times (2)</b> 30:22;78:21 <b>today (17)</b> 5:14;7:9,16;8:6; 9:6;25:13;34:4,16; 36:8;40:18;43:7; 49:9;61:20;64:5; 68:3;94:5;95:8 <b>together (8)</b> 13:11;17:10;19:16; 44:14;62:22;71:23; 75:1;98:10 <b>told (2)</b> 35:5;97:11 <b>took (5)</b> 22:11;35:7;38:3; 42:11;62:5 <b>top-notch (1)</b> 23:9 <b>total (1)</b> 38:15 <b>tour (1)</b> 7:22 <b>toward (1)</b> 21:9 <b>towards (2)</b> 43:22;91:6 <b>traditional (3)</b> 36:1;75:16,24 <b>Traditionally (1)</b> 57:24 <b>training (8)</b> 12:7,13,14;16:5,11, 12;18:25;19:2 <b>transcripts (1)</b> 77:16 <b>transfer (3)</b> 64:10,17;65:2 <b>transferred (1)</b> 5:7 <b>transition (1)</b> 63:23 <b>transitions (1)</b> 5:24 <b>transparent (1)</b> 45:5 <b>trauma (1)</b> 13:9 <b>trek (1)</b> 41:15 <b>tremendously (1)</b> 48:22 <b>triangles (1)</b> 14:8	<b>tried (5)</b> 11:25;12:8;13:2; 14:6,9 <b>Trinity (1)</b> 69:6 <b>trip (1)</b> 48:24 <b>troubles (1)</b> 95:17 <b>truly (1)</b> 56:19 <b>truth (6)</b> 36:18,18,19;49:19, 20,20 <b>try (11)</b> 4:13;13:2,18; 14:24;16:13,19;21:4; 30:1;32:17;39:11; 40:5 <b>trying (11)</b> 13:9;14:10;16:4; 17:17;19:3,12,19; 20:4;24:14;43:24; 51:2 <b>turn (9)</b> 4:8,11;24:22;34:2; 49:5;59:17;62:15; 64:6;94:3 <b>turned (1)</b> 22:12 <b>turning (1)</b> 51:7 <b>turns (2)</b> 53:13;76:2 <b>Two (18)</b> 11:7;14:14;17:9; 24:23;30:22;39:21; 40:2;45:7;64:5,10; 95:9;97:7,14,15,23; 98:13,16;101:25 <b>Tyler (3)</b> 34:18;49:13,25 <b>type (1)</b> 16:4 <b>typically (3)</b> 58:4;79:1,3	70:18,19 <b>uncommon (1)</b> 71:21 <b>under (10)</b> 36:3;56:21;57:25; 58:22;59:6;66:17; 71:11,18;73:15; 82:20 <b>understood (1)</b> 46:20 <b>underway (1)</b> 55:15 <b>unexpected (1)</b> 37:6 <b>unforeseen (1)</b> 37:17 <b>unique (1)</b> 5:23 <b>Unit (2)</b> 25:5,10 <b>United (1)</b> 7:18 <b>University (2)</b> 7:20;86:6 <b>UNKNOWN (1)</b> 34:25 <b>unless (2)</b> 33:13;73:5 <b>unturned (1)</b> 27:6 <b>unusual (2)</b> 45:11;65:24 <b>unusually (1)</b> 66:11 <b>up (36)</b> 4:10;7:6;9:24; 12:10;18:13;23:25; 24:24;30:13;31:13; 36:5;38:10,18,20; 41:15;47:22;48:10; 49:4;50:4;55:13; 57:6,13;58:22;59:16; 60:1,6;62:14;68:21; 69:24;73:18;79:4; 81:3;85:2;88:25; 89:7;93:4;94:1 <b>upcoming (1)</b> 66:23 <b>urge (1)</b> 30:4 <b>use (8)</b> 11:21;13:7;23:4; 29:20;59:4,18;60:13; 74:5 <b>used (3)</b> 11:22;39:9;62:24 <b>uses (1)</b> 71:2 <b>using (4)</b> 14:17;29:22;39:9, 10 <b>usually (1)</b> 18:3	<b>utilities (3)</b> 40:2;45:7,11 <b>V</b> <b>vacancies (1)</b> 97:14 <b>vacant (1)</b> 97:9 <b>value (1)</b> 21:19 <b>various (1)</b> 6:10 <b>vein (1)</b> 10:3 <b>venture (1)</b> 8:13 <b>versus (1)</b> 65:8 <b>veteran-friendly (1)</b> 10:3 <b>Veterans (1)</b> 9:25 <b>via (1)</b> 90:5 <b>video (1)</b> 80:13 <b>visit (2)</b> 32:17,21 <b>visits (1)</b> 27:4 <b>visual (1)</b> 14:10 <b>voice (1)</b> 28:17 <b>vote (10)</b> 24:11;25:12,23; 27:10;31:12;39:16; 48:7;69:17;73:1,5 <b>voted (3)</b> 25:15;46:11,20 <b>votes (1)</b> 85:22 <b>W</b> <b>waive (2)</b> 40:12;93:4 <b>waived (1)</b> 92:23 <b>waiver (29)</b> 4:14;33:25;34:1; 35:21;36:1,3,5,10; 37:18;38:25;45:2; 46:2;48:17;50:14,24; 51:8;52:1;55:15; 57:20;58:2,8,13,18, 23;59:6;61:1,2,16; 73:22 <b>waivers (20)</b> 4:12;33:23;34:5, 12,16;46:1;48:11; 49:2,10;53:20;56:1,6,
		<b>U</b> <b>UALR (1)</b> 55:7 <b>UAPB (1)</b> 55:8 <b>UNANIMOUS (12)</b> 6:24;32:13;35:19; 46:8;61:23;63:21; 88:5;90:2;91:24; 93:12;96:21;98:22 <b>unavailable (1)</b> 94:5 <b>uncertified (1)</b> 59:19 <b>unclear (2)</b>		

7,15;58:21;90:20,22, 25;91:11;92:22 <b>waiving (2)</b> 73:22,22 <b>walk (2)</b> 35:25;64:6 <b>walking (1)</b> 82:9 <b>Walton (1)</b> 22:19 <b>wants (1)</b> 53:5 <b>warning (1)</b> 57:5 <b>water (1)</b> 38:12 <b>watered (1)</b> 81:1 <b>way (21)</b> 4:10;21:22;23:11; 24:24;31:11;33:2; 37:13;38:24;42:17; 43:18;59:8,16;61:7; 65:7;72:8;73:16; 74:11;75:13;80:5; 81:14;92:25 <b>ways (2)</b> 54:13;56:4 <b>website (2)</b> 8:25;9:2 <b>week (3)</b> 30:22;39:12;95:9 <b>Welcome (5)</b> 11:10;29:19;31:5; 36:16;67:25 <b>well-written (1)</b> 17:24 <b>weren't (1)</b> 16:1 <b>what's (5)</b> 21:5;33:8;52:20; 78:10,11 <b>WHEREAS (7)</b> 5:16,19,21,23;6:1, 4,8 <b>WHEREUPON (2)</b> 10:22;11:7 <b>whichever (1)</b> 78:15 <b>whole (4)</b> 23:10;36:18;49:19; 56:8 <b>wide- (1)</b> 53:16 <b>wide-ranging (1)</b> 53:18 <b>Williamson (5)</b> 23:20;27:2;35:15, 17;63:8 <b>willing (2)</b> 59:12;60:7 <b>wind (1)</b> 60:1	<b>Wing (1)</b> 7:11 <b>wish (2)</b> 18:14,22 <b>within (4)</b> 21:12;40:20;43:21; 73:24 <b>wonderful (1)</b> 22:21 <b>Woods (2)</b> 8:2,7 <b>word (5)</b> 16:7;31:7;71:2; 78:17;84:9 <b>work (27)</b> 5:21;10:4,11; 13:18;14:24;16:22; 19:20;20:6;23:5; 24:14;27:23;28:6,11; 30:20;33:3;52:24; 55:25;56:4,18;58:3; 74:16,19;75:1,1;79:5, 5;84:2 <b>worked (3)</b> 9:25;27:15;83:25 <b>working (5)</b> 13:4;21:12;42:9; 50:17;52:16 <b>workload (1)</b> 30:24 <b>works (3)</b> 27:21;50:20;82:6 <b>world (2)</b> 23:15;51:24 <b>worried (1)</b> 28:24 <b>write (4)</b> 19:15;20:12;48:1,4 <b>writer (2)</b> 16:9;22:13 <b>writing (5)</b> 16:13;20:7;21:15, 16;70:6 <b>written (3)</b> 16:7;83:20;88:17 <b>wrong (2)</b> 47:10;94:11 <b>wrote (2)</b> 22:16;62:22	<b>years (20)</b> 7:7,15;8:4;34:18; 38:6;42:6;43:6; 45:12;47:25;49:12; 50:7;51:12;55:2; 60:19;61:3,5,7,10; 81:22;83:17 <b>year-two (1)</b> 63:4 <b>yesterday (6)</b> 9:23;10:6;19:22; 26:7;42:1;95:6 <b>young (1)</b> 81:10 <b>Youth (1)</b> 9:7	64:1 <b>10 (2)</b> 50:7;83:17 <b>100 (1)</b> 38:6 <b>100% (1)</b> 42:15 <b>10th (2)</b> 34:17;49:11 <b>12 (2)</b> 54:1;91:1 <b>12% (1)</b> 18:11 <b>12:26 (1)</b> 48:12 <b>1240 (15)</b> 4:12;33:25;34:10; 36:1;48:11,17;50:14, 24;52:1;53:20;56:19; 57:25;59:6;90:20; 92:22 <b>1240s (1)</b> 92:24 <b>13 (1)</b> 13:25 <b>14 (1)</b> 70:4 <b>15 (1)</b> 71:17 <b>16 (1)</b> 8:4 <b>178 (2)</b> 36:8;91:6 <b>19,000 (1)</b> 79:22 <b>19th (7)</b> 7:11;44:16;88:15, 19;89:9;93:16;96:23	<b>25- (1)</b> 81:21 <b>3</b> <b>3 (4)</b> 25:5;62:11,14,21 <b>3% (1)</b> 79:23 <b>3,700 (1)</b> 5:19 <b>30 (3)</b> 40:19,20;88:16 <b>30,000 (1)</b> 79:10 <b>39 (1)</b> 38:5 <b>3a (2)</b> 24:23;25:10 <b>3rd (1)</b> 39:12 <b>4</b> <b>4 (4)</b> 62:11,14,22;86:8 <b>460 (1)</b> 43:7 <b>5</b> <b>5 (3)</b> 33:18;34:8;35:23 <b>50 (1)</b> 43:5 <b>5-12 (1)</b> 92:10 <b>6</b> <b>600 (1)</b> 43:6 <b>6-15-202 (1)</b> 36:3 <b>7</b> <b>78% (1)</b> 42:19 <b>9</b> <b>9 (1)</b> 91:1 <b>9,000 (1)</b> 5:16 <b>90 (2)</b> 34:17;49:11 <b>90-something (1)</b> 32:3 <b>9-12 (1)</b> 90:7 <b>930 (4)</b>
		<b>Z</b>		
		<b>zero (1)</b> 45:21 <b>zeroes (1)</b> 14:7 <b>ZOOK (104)</b> 4:10,19,22,23;22:7, 8;24:10,12,24;27:2,3, 24;28:5;31:23;32:6, 10;35:10,12,13,16; 39:4,5,13,15,17,20; 40:24;41:1,23;42:13, 20,25;43:16,25;44:2; 46:10,11,13,16;47:1, 3,10;52:2,5,10,14; 53:1,8;58:11;59:25; 62:5;63:12;65:23,24; 66:4,16,25;67:13,15; 68:6,20,21,23;69:4,8, 10,16,17;70:16,17; 71:4,12,15;72:2,8,24; 73:15;75:8,22;76:1, 10,12,20;79:1,80:16; 81:17,19,25;82:2; 84:3,5,85:21,22; 87:25;88:2,89:16,17; 92:16,17;93:16; 94:21,24,25;97:19		
		<b>1</b>		
		<b>1 (4)</b> 11:7;62:25;63:2; 100:25 <b>1:00 (1)</b> 48:10 <b>1:08 (1)</b> 48:12 <b>1:25 (1)</b> 63:8 <b>1:26 (1)</b> 63:25 <b>1:30 (2)</b> 93:21,22 <b>1:40 (1)</b>	<b>2</b> <b>2 (5)</b> 11:7;63:1,2;64:3; 101:25 <b>2:18 (1)</b> 99:5 <b>2:30 (1)</b> 99:2 <b>20 (4)</b> 34:6,7;50:5;79:18 <b>20,000 (1)</b> 79:22 <b>2015 (1)</b> 34:10 <b>2017 (5)</b> 8:2;11:20;70:5; 90:12;94:16 <b>2018 (3)</b> 4:2,3;6:16 <b>21st (1)</b> 22:25 <b>22 (1)</b> 44:12	
	<b>Y</b>			
	<b>y'all (7)</b> 15:15;48:25;49:17; 50:4;59:12;62:3;96:9 <b>y'all's (1)</b> 9:15 <b>year (17)</b> 8:3;14:23;17:1; 29:8,16;30:23;36:5; 37:11;43:5;44:12; 50:11,12;63:3;66:1,7, 23;67:16			

86:9,15;87:4,7  
**936 (1)**  
94:16